



Bayside



Brookside

2018 - 2019 EDUCATIONAL PLANNING GUIDE

A Catalog of Intermediate School Courses



Clear Creek



Clear Lake



Creekside



League City



Seabrook



Space Center

Victory Lakes



Westbrook



We Believe

PEOPLE FLOURISH ONLY IN A CULTURE
BASED ON INTEGRITY

TODAY'S EXPERIENCES ARE AS VALUABLE AS
TOMORROW'S OPPORTUNITIES

ONE'S HEARTFELT PASSION CREATES
LIMITLESS POSSIBILITIES



TRUST IS BUILT ON WHAT WE DO,
NOT JUST WHAT WE SAY

SHARED RESPONSIBILITY IS ESSENTIAL
TO COMMUNITY SUCCESS

EACH PERSON BEARS THE RESPONSIBILITY
TO CREATE HIS OR HER FUTURE



EACH PERSON POSSESSES UNIQUE TALENTS
AND CREATIVE ABILITY

EVERYONE DESERVES TO BE PHYSICALLY
AND EMOTIONALLY SAFE

RELATIONSHIPS ARE CRITICAL TO MEANINGFUL
TEACHING AND LEARNING



RESPECT FOR DIVERSITY STRENGTHENS
COMMUNITY

THE MEASURE OF ANY COMMUNITY IS
THE SUCCESS OF ITS CHILDREN

EACH PERSON DESERVES COMPASSION
AND RESPECT



Leading the Way

www.ccisid.net



MISSION STATEMENT

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to

Courage, Collaboration, Innovation, and Self-Direction.

OBJECTIVES

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning goals.
- Each student actively enriches and advances his or her community and greater society.

PARAMETERS

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

STRATEGIES

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and is prepared to assume his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

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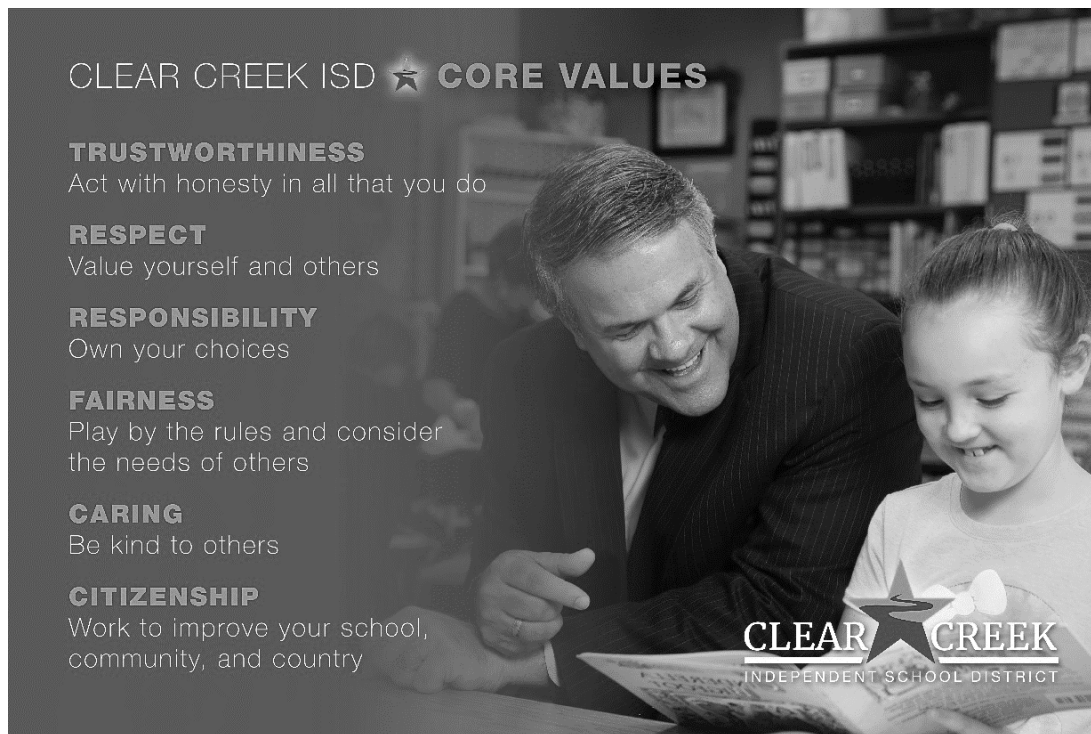
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It is the policy of the Clear Creek Independent School District not to discriminate on the basis of race, color, national origin, gender, or disability in programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

This material is published early in the preceding school year, so some changes in procedure, policy, or course offerings may be required. Students and parents may access updates at:

http://www.ccisd.net/departments/guidance_and_counseling/educational_planning_guides/

SECONDARY EDUCATION
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Language Arts 9-12/World Languages & Cultures	William Eastman, Coordinator
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Student Personnel Services	Natalie Uranga, Coordinator
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CAMPUS ADMINISTRATORS AND COUNSELORS

Bayside Intermediate School

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League City TX 77573

Joey Thomas	Principal
Linda Chase	Assistant Principal
Sheila Holmes	Assistant Principal
Ingrid Castro	Counselor
Kristi Kirkpatrick	Counselor
TBD	Dual Language/ELL Lead

Brookside Intermediate School

3535 East FM 528 281-284-3600
Friendswood TX 77546

Lauren Ambeau	Principal
Jackie Grigar	Assistant Principal
Trevor Morris	Assistant Principal
Nancy Walker	Counselor
Annette Williams	Counselor
TBD	Science Magnet Liaison

Clear Creek Intermediate School

2451 East Main Street 281-284-2300
League City TX 77573

Marshall Ponce	Principal
Aaron Gautney	Assistant Principal
Elizabeth Olin	Assistant Principal
Vickie Holmes	Counselor
Kim Rackowski	Counselor
Norma Medina	Dual Language/ELL Lead

Clear Lake Intermediate School

15545 El Camino Real 281-284-3200
Houston TX 77062

Lonnie Leal	Principal
Emily Auffarber	Assistant Principal
Holly Kent	Assistant Principal
Kendra Reliford	Counselor
Catherine Weiss	Counselor

Creeside Intermediate School

4320 West Main Street 281-284-3500
League City TX 77573

Peter Caterina	Principal
Alison McBride	Assistant Principal
Erin Schmidt	Assistant Principal
Jennifer Edwards	Counselor
Tammie Williams	Counselor

League City Intermediate School

2588 Webster Street 281-284-3400
League City TX 77573

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Murry Billingsley	Assistant Principal
Shannon Simonds	Assistant Principal
Debbie Santos	Counselor
Julie Wilcox	Counselor
Catherine Holliday	WAVE Liaison

Seabrook Intermediate School

2401 East Meyer Street 281-284-3100
Seabrook TX 77586

Sharon Lopez	Principal
Laurie Briggs	Assistant Principal
Brent Kirkpatrick, Ed.D.	Assistant Principal
Sarah Kvasnicka-Shulsky	Counselor
Patti Stockman	Counselor
Jan Larsen	Science Magnet Liaison

Space Center Intermediate School

17400 Saturn Lane 281-284-3300
Houston TX 77058

Ann Thornton	Principal
Jamie Brownson	Assistant Principal
Tim Rogers	Assistant Principal
Catherine Mossburg	Counselor
Dawn Wisnoski	Counselor

Victory Lakes Intermediate School

2880 West Walker 281-284-3700
League City TX 77573

Adam Douglas	Principal
Mandy Antolini	Assistant Principal
Laura Gardon	Assistant Principal
Michelle Hope	Counselor
Amanda Schmidt	Counselor

Westbrook Intermediate School

302 West El Dorado Blvd 281-284-3800
Friendswood TX 77546

Stephanie Cooper	Principal
Richard Basile	Assistant Principal
Nicole Hicks	Assistant Principal
Keonsha Bernard	Counselor
Colleen Neal	Counselor
Samantha Pulse	WAVE Liaison

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PROGRAM DESCRIPTIONS

SCIENCE MAGNET AT BROOKSIDE INTERMEDIATE AND SEABROOK INTERMEDIATE

In 1993, Clear Creek Independent School District began offering a Science Magnet program at Seabrook Intermediate School for students in grades 6-8. The current Science Magnet program is housed at Seabrook Intermediate School and Brookside Intermediate School and serves over 600 students. A STEM-based curriculum is provided for all students while additional science electives and opportunities are available for students enrolled in the Science Magnet program. In addition, the Seabrook Intermediate School site serves as a Service Learning Center, including a Living Materials Center and Greenhouse, for all schools in the District. The Living Materials Center and Greenhouse provide live plants and animals for use in CCISD.

Science Magnet Program Design: The Science Magnet program provides unique opportunities for students with a high interest in science. Open to students in grades six through eight from throughout the district, this program combines traditional science instruction with student choice of additional science electives. Field trips and enrichment opportunities foster greater involvement of the scientific community in the classroom and bring the students into the real world of science. Family science nights and family field trips allow the entire family to become involved with the activities and experiences of the science magnet student. For further information, visit the CCISD website:

<http://www.ccisd.net/cms/One.aspx?portalId=645487&pageId=1349196>.

Science Magnet Program Eligibility: All students within the attendance zone boundaries are eligible to apply to attend the Science Magnet program. Students zoned to Clear Lake Intermediate, Creekside Intermediate, Westbrook Intermediate, and Victory Lakes Intermediate may apply to attend Brookside Intermediate's Science Magnet program. Students zoned to Bayside Intermediate, Clear Creek Intermediate, League City Intermediate, and Space Center Intermediate may apply to attend Seabrook's Science Magnet program. Students are admitted to the program as 6th graders. As space allows, additional students may be admitted as 7th or 8th grade students. Brookside Intermediate's Science Magnet program will begin enrollment with 6th graders only for the 2018-19 school year. Students currently attending Seabrook Intermediate's Science Magnet will continue their enrollment at this program location.

DUAL LANGUAGE MAGNET AT BAYSIDE INTERMEDIATE AND CLEAR CREEK INTERMEDIATE

The Dual Language Magnet program is available at Clear Creek Intermediate and Bayside Intermediate in grades 6-8 as a continuation of the Dual Language and Bilingual Programs available in CCISD. Dual Language is an educational model in which both native English speakers and native Spanish speakers receive instruction together in both languages to promote second language acquisition, high academic achievement, and cross-cultural understanding for all students. Language learning takes place primarily through content instruction. Linguistic proficiency in both languages is developed as students develop their knowledge of subject matter through performing academic tasks.

The benefits of Dual Language are numerous. Research conducted concerning Dual Language has reflected positive results for the participating students. Some of the benefits of the Dual Language Program include:

- Bilingualism
- Development of language and cognitive skills
- Intellectual growth
- Interpersonal communication enhanced
- Increase in self-esteem
- Enhances empathy and social relations
- Listening skills increase
- Flexible thinking develops
- Future marketability increased
- Appreciation for other languages and cultures
- Better performance on standardized tests (2002 Collier-Thomas study)

Dual Language Magnet Program Design: Students in the Dual Language Magnet program are provided the opportunity to take Language Arts and Social Studies in both English and Spanish while integrating the Spanish curriculum into their studies. For further information, visit the CCISD website:

<http://www.ccisd.net/cms/One.aspx?portalId=645487&pageId=1265827>.

Dual Language Magnet Program Eligibility: Continuing Dual Language and Bilingual students in CCISD are eligible to participate. Students coming from outside programs will be evaluated for entry.

WAVE GT MAGNET AT LEAGUE CITY INTERMEDIATE AND WESTBROOK INTERMEDIATE

In 1996, Clear Creek Independent School District established an intermediate gifted and talented magnet at Webster Intermediate School, known as Webster Academy-Visions in Education (WAVE). The WAVE Magnet program is housed at League City Intermediate and Westbrook Intermediate schools and has expanded to more than 1,000 students in grades 6-8. These GT magnet academies bring together gifted and talented students from across the district for the opportunity to interact with their intellectual peers and to participate in a learning environment designed to facilitate and expand their opportunities and experiences. WAVE also helps the gifted learner to work with their unique strengths in academics as well as assisting in their personal-social development. Below are some of the unique attributes of WAVE:

- Differentiated, interdisciplinary, challenging academic classes
- Curriculum tied to universal themes and real-world issues
- Advanced-level, real-world products and activities
- Language arts/reading integrated into one compacted literature-based course
- Acceleration in various subjects as appropriate
- Sixth grade WAVE Basics/ Health Fitness class for cognitive, physical, social/emotional, and leadership development as well as independent research in preparation for Texas Performance Standards Project
- WAVE mini-course opportunities are based on the research of Joseph Renzulli
- Independent Studies based on student interest
- Awareness of the unique social and emotional needs of gifted students

WAVE GT Magnet Program Design: The academic core and other required WAVE courses are differentiated, interdisciplinary, and challenging. Advanced level, real-world products and activities are tied to universal themes and other real world issues. Language arts/reading is compacted into one literature based course. Math and science acceleration options are available. During their 8th grade year, all WAVE students will participate in the development of sophisticated products and/or performances, such as the Texas Performance Standards Project (TPSP), as required by the Texas Education Agency (TEA). WAVE mini-courses provide opportunities for student choice and real-world application. Each WAVE teacher has obtained or is pursuing a State GT Certification. For further information, visit the CCISD website: <http://www.ccisd.net/cms/One.aspx?portalId=645487&pageId=1295487>.

WAVE GT Magnet Program Eligibility: All students who have been identified by the Clear Creek Independent School District Gifted and Talented Education Program are eligible. The enrollment process begins each year in January with a WAVE Campus Tour and Parent Information Night. This is followed by course registration in February and concludes with WAVE Orientation in April.

PROBATION/FURLOUGH/EXIT GUIDELINES FOR GIFTED AND TALENTED STUDENTS

See Policy EHBB (Local)

Probation is for any GT student receiving below a 70-grade average during a nine week grading period in any core class (English/Language Arts, Science, Math, and/or Social Studies). Notification will be provided to the parent so that collaboration and/or interventions may be provided and the student's progress will be monitored.

Probation Guideline:

One or more of the following may initiate the probation: a classroom teacher, advanced academic specialist, campus GT liaison, counselor, principal, parent(s), or the Director of Advanced Academics and Gifted/Talented Programs. A probation committee comprised of three professional staff members with GT Awareness Training will determine specific improvements the student must make within the probation period. A GT Probation Committee may be called at any time the student is at risk of academic failure.

At the end of the probationary period, the student's progress will be re-evaluated by a committee. If the student is passing all core courses, the student will be removed from probation; if not, the committee will re-evaluate.

Furlough is defined as a leave of absence from the GT program that may last for up to one year. A furlough may be initiated by a student/ parent/ teacher or for continuous low performance.

Furlough Guideline:

A student may be placed on furlough (leave of absence) from the GT program for up to one year for any of the following reasons:

- If a student fails the mandated state assessment, he/she will be placed on furlough for one year until passing the next year's mandated state assessment. The committee may consider extenuating circumstances. If the student fails the mandated state assessment again, he/she will be considered for exit from the GT program.
- If a student fails to meet the terms of his/her probation by failing a core class (English/Language Arts, Science, Math, and/or Social Studies) for the semester or the school year, he/she may be furloughed from the GT program.
- At the elementary or secondary level, if a student chooses not to participate in the levels of service offered to GT students—GT pullout program and/or Pre-AP/AP/GT courses—he or she will be furloughed from the GT Program.

Elementary students who are furloughed from the GT program will not attend GT pullout classes. A WAVE Magnet student who is placed on furlough from the GT program will return to his/her home intermediate campus.

At the end of the furlough period, a student will be re-evaluated by a committee. A decision will be made regarding the reinstatement of the student in the GT program or to initiate exit guidelines.

Exit is defined as the removal of a GT identified student from the GT Program. This removal can be initiated by a student/ parent/ teacher or for other supporting circumstances.

Exit Guideline:

A student may be exited from the GT program when the probation or furlough requirements have not been met. A committee will evaluate and make the final recommendation for the student. In order to re-enter the program, the student must be referred, screened, and tested for re-entry into the GT program.

PRE-ADVANCED PLACEMENT PROGRAM DESIGN

Pre-Advanced Placement/Gifted & Talented (PreAP/GT) courses are courses with challenging content, rigor, and course sequence that prepare students for the option of future PreAP/GT and Advanced Placement/Gifted & Talented (AP/GT) courses offered at the high schools. AP tests are not offered by The College Board for PreAP/GT courses.

Benefits of PreAP/GT Coursework

- Through increased rigor, PreAP/GT courses can help students acquire the skills and habits needed to be successful in high school and college. Through these courses, students will improve writing skills, time management skills, study habits and sharpen problem-solving abilities.
- A PreAP/GT classroom is different in the teacher's approach to the subject, student attitudes, and ways of thinking. In the PreAP/GT classroom, the priority lies in intense discussions, rigorous learning with real-world applications, and clear and persuasive writing. Classroom activities are designed to engage students in problem-solving, academic discourse and critical analysis.

Considerations for PreAP/GT Coursework

- The ability to prioritize time and interests
- A positive attitude toward challenging coursework
- A strong work ethic
- Encouragement of teacher input
- Independent study habits
- Performance on state assessments
- Course Level Change Procedures (see page 8)

Equity and Access to PreAP/GT and AP/GT Courses

CCISD has a genuine commitment to preparing ALL students for challenging academic work. PreAP/GT and AP/GT courses have open enrollment, and students are encouraged to reap the benefits of rigorous coursework. College Board research clearly shows that students who participate in challenging coursework, including PreAP/GT and AP courses, have considerably higher success in college.

PreAP/GT (Omega)

PreAP/GT (Omega) Design: Each grade level has a team of teachers trained to work with highly capable or identified GT students. The academic core of PreAP/GT (Omega) is language arts and social studies. Opportunities in math and science are available to fit individual student needs. The interdisciplinary curriculum is developed to meet the highly capable or identified GT students' academic needs on their home campus.

SPECIAL EDUCATION/SECTION 504 ACCOMMODATIONS – PREAP/GT

The following guidelines are intended to apply to eligible students who receive special education or Section 504 services who enroll in PreAP/GT courses. While PreAP/GT courses are open to all students, including students who receive Special Education or Section 504 services; counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in a PreAP/GT class, the student must be eligible for the same accommodation in a general education classroom. Accommodations will not be implemented if they fundamentally alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in PreAP/GT courses:

1. Students who receive Special Education or Section 504 services must have equal opportunity to participate in PreAP/GT courses.
2. While ARD and Section 504 Committees may wish to consider PreAP/GT courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in PreAP/GT classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.
3. Accommodations for students who receive Special Education or Section 504 services may not fundamentally alter the content or academic standards of the PreAP/GT course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:
 - Extended time for testing
 - Preferred seating
 - Opportunity to repeat and explain instructions
 - Assignment notebook
 - Minimize distractions
 - Large print/Braille
 - Behavior intervention plan
 - Assistive technology as defined by the committee
 - Altered format of exams, such as highlighted instructions or alternative spacing of questions
 - Altered assignments as needed for persons with motoric or visual impairment
4. The following are examples of accommodations which may alter the content or the standards of the course, and therefore might not be allowed:
 - Reduced assignments
 - Special projects in lieu of assignments
 - Exams of reduced length
 - Open book exams
 - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class)
 - Any reduction of content or standards of the course
 - Reduced mastery

While the decision to enroll in a PreAP/GT class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

GENERAL INFORMATION

INTERMEDIATE SCHOOL PROMOTION STANDARDS

See Policy EIE (Local)

Yearly averages are calculated averaging each of the 4 nine weeks' grades.

To be promoted to grade 6, a student shall have a grade average of 70 or better on a scale of 100 in subjects of language arts composite (the average of language arts and reading) and mathematics, and an overall average of 70 or better in language arts composite, mathematics, science, and social studies.

To be promoted from grade 6 to grade 7, a student shall have a grade average of 70 or better on a scale of 100 in each of the subjects of language arts composite (the average of language arts and reading), mathematics, science, and social studies.

To be promoted from grade 7 to grade 8, a student shall have passed at least six full-year courses, including language arts composite (the average of language arts and reading), mathematics, science, and social studies with an average in each course of 70 or better on a scale of 100. Two semester electives shall equal one full-year course.

To be promoted from grade 8 to grade 9, a student shall have passed at least six full-year courses, including language arts, mathematics, science, and social studies with an average in each course of 70 or better on a scale of 100. Two semester electives shall equal one full-year course.

STUDENT SUCCESS INITIATIVE (SSI)

The Student Success Initiative (SSI) grade advancement requirements apply to enrolled grades 5 and 8 students who take the STAAR reading and mathematics tests at grades 5 and 8. It was enacted by the 76th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009.

As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.

Further information may be found at: <http://tea.texas.gov/student.assessment/ssi/>.

COURSE DESCRIPTIONS

This section of the planning guide contains descriptions of all courses offered in grades six through eight in Clear Creek Independent School District (CCISD) intermediate schools. Descriptions are divided into content areas and include information about course content, grade placement, eligibility, and high school credit when applicable.

General Education

Courses designed to meet the requirements as established in the Texas Essential Knowledge and Skills (TEKS). Differentiated instructional strategies are implemented.

Pre-Advanced Placement/Gifted and Talented (PreAP/GT)

PreAP/GT courses are open-enrollment courses whose content, rigor, and course sequence offer a challenging curriculum and prepare students for the option of taking PreAP/GT and Advanced Placement courses in high school. These courses are not limited specifically to identified Gifted and Talented students. Refer to page 3 for further details.

Special Education (Sp Ed)

Special Education Modified Curriculum Courses for students with disabilities are determined by their Admission, Review, and Dismissal Committee. Modified courses can be taught in the general and/or special education setting as documented in the student's current Individual Education Plan. These courses are developed from the student's individualized goals and objectives which are based on the Texas Essential Knowledge and Skills. Special Education Eligibility: Students must be identified as Special Education students.

SCHEDULE CHANGE REQUESTS

After the first 5 school days, schedule change requests will only be considered for the following reasons:

- A. Student has already taken and passed the course. District promotion policy supersedes schedule change procedures.
- B. Student does not have the pre-requisite(s) for a class listed on schedule.
- C. Student has been dismissed from a program where approval must be granted for placement.
- D. Student does not have a full schedule.
- E. Data entry error (class listed twice, free period, etc.) has occurred.

COURSE LEVEL CHANGE PROCEDURES

Course Level Changes: Course level changes will be considered at the first progress report and at the end of the first nine week grading period of the semester for each course that offers a different level of the same course. To be considered for a transfer from an Advanced Academic, PreAP/GT, or AP/GT course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75 on the first progress report or at the end of the first nine week grading period, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change. Refer to CCISD's Grading and Reporting Procedures for further details.

WAIVER OF CLASS FEES

See Policy FP (Local)

Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

ENGLISH AS A SECOND LANGUAGE (ESL/ESOL) AND SHELTERED INSTRUCTION

It is the goal of the Clear Creek Secondary English Language Learner (ELL) Program to develop the English fluency of our English Language Learners by providing academic, linguistic, social and cultural support for the ELL, through English as a Second Language (ESL) and sheltered instruction strategies in the core content areas, which will include the use of sheltered instruction. The ELL Program enables our English Language Learners to become competent in the comprehension, speaking, reading, and composition of the English language. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills of English Language Arts in addition to the core content areas of mathematics, science and social studies. The program is designed to transition ELLs with limited English fluency to an advanced level of speaking, listening, reading, and writing within the developmental time frame suggested by the Texas Education Agency.

Only students with limited English proficiency may qualify for the ESL/ELL program. Course placement will be determined by LPAC based upon student testing. The following courses are designed specifically for English Language Learners and are taught using second language acquisition methodology:

Language Arts

11611S	Language Arts, Grade 6: Sheltered (for English Language Learners); page 10
11611ESL	English as a Second Language (ESL): Grade 6; page 10
11611TWI	Dual Language Integrated Language Arts: Grade 6; page 10
11711S	Language Arts, Grade 7: Sheltered (for English Language Learners); page 11
11711ESL	English as a Second Language (ESL): Grade 7; page 11
11711TWI	Dual Language Integrated Language Arts: Grade 7; page 11
11811S	Language Arts, Grade 8: Sheltered (for English Language Learners); page 12
11811S	English as a Second Language (ESL): Grade 8 Academic Support; page 15
11811ESL	English as a Second Language (ESL): Grade 8; page 13

Reading

11670S	Target Reading, Grade 6: Sheltered; page 14
11770S	Target Reading, Grade 7: Sheltered; page 14
11870S	Target Reading, Grade 8: Sheltered; page 14
11877S	Target Reading, Grade 7/8: Sheltered; page 14

Mathematics

11621S	Mathematics, Grade 6: Sheltered (for English Language Learners); page 16
11621QS	Mathematics, Grade 6 PreAP/GT: Sheltered (for English Language Learners); page 16
11721S	Mathematics, Grade 7: Sheltered (for English Language Learners); page 17
11721QS	Mathematics, Grade 7 PreAP/GT: Sheltered (for English Language Learners); page 17
11821S	Mathematics, Grade 8: Sheltered (for English Language Learners); page 18
11821QS	Mathematics, Grade 8 PreAP/GT: Sheltered (for English Language Learners); page 18

Science

11631S	Science, Grade 6: Sheltered (for English Language Learners); page 22
11631QS	Science, Grade 6 PreAP/GT: Sheltered (for English Language Learners); page 22
11731S	Science, Grade 7: Sheltered (for English Language Learners); page 23
11731QS	Science, Grade 7 PreAP/GT: Sheltered (for English Language Learners); page 23
11831S	Science, Grade 8: Sheltered (for English Language Learners); page 24
11831QS	Science, Grade 8 PreAP/GT: Sheltered (for English Language Learners); page 24

Social Studies

11641S	Social Studies, Grade 6: Sheltered (for English Language Learners); page 29
11641TWI	Dual Language Social Studies: Contemporary World Cultures Grade 6; page 29
11641QS	Social Studies, Grade 6 PreAP/GT (Omega): Sheltered (for English Language Learners); page 29
11741S	Social Studies, Grade 7: Sheltered (for English Language Learners); page 30
11741TWI	Dual Language Social Studies: Grade 7; page 30
11741QS	Social Studies, Grade 7 PreAP/GT (Omega): Sheltered (for English Language Learners); page 30
11841S	Social Studies, Grade 8: Sheltered (for English Language Learners); page 31
11841TWI	Dual Language Social Studies: American History Grade 8; page 31
11841QS	Social Studies, Grade 8 PreAP/GT (Omega): Sheltered (for English Language Learners); page 31

LANGUAGE ARTS

11611 Language Arts: Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 03200510

Notes: 11611S Language Arts, Grade 6: Sheltered (for English Language Learners); LPAC approval required; see page 9; this class is taught as a two-period course.

In Language Arts: Grade 6, students master previously learned language arts skills while reading and writing increasingly complex texts. Sixth grade students make inferences, synthesize information, and provide text evidence to support their thinking. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, expository, persuasive, and literary response. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts.

11611ESL English as a Second Language (ESL): Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 03210530

Eligibility: LPAC approval

Notes: Only recent immigrant students with limited English proficiency may qualify; course placement will be determined by LPAC based on student testing; this class is taught as a two-period course; see page 9.

In English as a Second Language (ESL): Grade 6, ELL students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

11611TWI Dual Language Integrated Language Arts: Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 03200510

Eligibility: Students who have successfully completed 5th Grade in a Dual Language Program or meet the Spanish language requirements; this class is taught as a two-period course; see page 9.

Campus: Dual Language Magnet

This course is designed for students who have successfully completed 5th Grade in a Dual Language, Dual Language, or Bilingual Program or meet the Spanish language requirements. The Integrated English Language Course scope and sequence, course objectives, TEKS, and curriculum are identical to the Integrated English Language Arts course for Grade 6. This course will be taught 50% in Spanish. In addition the TEKS for high school Spanish will be integrated. Students will take a Spanish I examination for high school credit.

11611Q Language Arts: Grade 6 PreAP/GT (Omega)

Duration: One Year

Grade Level(s): 6

Service ID: 03200510

Eligibility: See page 5

Notes: This course is an interdisciplinary approach using GT strategies in PreAP/GT (Omega) Language Arts and PreAP/GT (Omega) Social Studies; this class is taught as a one-period course and is designed for advanced and gifted learners.

In Language Arts: Grade 6 PreAP/GT (Omega), students master previously learned language arts skills while reading and writing increasingly complex texts. Sixth grade students make inferences, synthesize information, and provide text evidence to support their thinking. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, expository, persuasive, and literary response. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts.

11611W Language Arts: Grade 6 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 6

Service ID: 03200510

Eligibility: WAVE enrollment

Notes: Summer reading and assignments prior to the course are required. This class is taught as a one-period course and is designed for gifted learners.

Campus: WAVE GT Magnet

In Language Arts: Grade 6 PreAP/GT (WAVE), students master previously learned language arts skills while reading and writing increasingly complex texts. Sixth grade students make inferences, synthesize information, and provide text evidence to support their thinking. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including narrative, expository, persuasive, and literary response. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts.

11711 Language Arts: Grade 7

Duration: One Year

Grade Level(s): 7

Service ID: 03200520

Notes: 11711S Language Arts, Grade 7: Sheltered (for English Language Learners); LPAC approval required; see page 9; this class is taught as a two-period course.

In Language Arts: Grade 7, students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Seventh grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including expository, persuasive, narrative, and literary response, using effective organizational strategies and sentence structures. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts.

11711ESL English as a Second Language (ESL): Grade 7

Duration: One Year

Grade Level(s): 7

Service ID: 03200400

Eligibility: LPAC approval

Notes: Only recent immigrant students with limited English proficiency may qualify; course placement will be determined by LPAC based upon student testing; this class is taught as a two-period course; see page 9.

In English as a Second Language (ESL): Grade 7, ELL students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

11711TWI Dual Language Integrated Language Arts: Grade 7

Duration: One Year

Grade Level(s): 7

Service ID: 03200520

Eligibility: Students who have successfully completed 6th Grade in a Dual Language Program or meet the Spanish language requirements; this class is taught as a two-period course; see page 9.

Campus: Dual Language Magnet

This course is designed for students who have successfully completed 6th Grade in a Dual Language Program or meet the Spanish language requirements. The Integrated English Language Course scope and sequence, course objectives, TEKS, and curriculum are identical to the Integrated English Language Arts course for Grade 7. This course will be taught 50% in Spanish. In addition, the TEKS for high school Spanish will be integrated. Students will take a Spanish II examination for high school credit.

11711Q Language Arts: Grade 7 PreAP/GT (Omega)

Duration: One Year

Grade Level(s): 7

Service ID: 03200520

Eligibility: See page 5

Notes: This course is an interdisciplinary approach using GT strategies in PreAP/GT (Omega) Language Arts and PreAP/GT (Omega) Social Studies; this class is taught as a one-period course and is designed for advanced and gifted learners.

In Language Arts: Grade 7 PreAP/GT (Omega), students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Seventh grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including expository, persuasive, narrative, and literary response, using effective organizational strategies and sentence structures. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts.

11711W Language Arts: Grade 7 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 7

Service ID: 03200520

Eligibility: WAVE enrollment

Notes: Summer reading and assignments prior to the course are required. This class is taught as a one-period course and is designed for gifted learners.

Campus: WAVE GT Magnet

In Language Arts: Grade 7 PreAP/GT (WAVE), students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Seventh grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including expository, persuasive, narrative, and literary response, using effective organizational strategies and sentence structures. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts.

11811 Language Arts: Grade 8

Duration: One Year

Grade Level(s): 8

Service ID: 03200530

Notes: 11811S Language Arts, Grade 8: Sheltered (for English Language Learners); LPAC approval required; see page 9; this class is taught as a one-period course.

In Language Arts: Grade 8, students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Eighth grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including expository, narrative, persuasive, and literary response, with refined focus, word choice, and sentence structures. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts. Eighth grade students also create digital, oral, and/or written presentations using a genre of writing that helps accomplish their purpose and considers their intended audience.

11811ESL English as a Second Language (ESL): Grade 8

Duration: One Year

Grade Level(s): 8

Service ID: 03200500

Eligibility: LPAC approval

Notes: Only recent immigrant students with limited English proficiency may qualify; course placement will be determined by LPAC based upon student testing; this class is taught as a one-period course; see page 9.

In English as a Second Language (ESL): Grade 8, ELL students receive intensive instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. These students increase and refine communication skills, practice all types of writing, and are exposed to a variety of genres from world literature. Within this course, students also learn about various literary forms and terms, build their vocabulary, participate in research activities, and refine their grammar skills. Students develop competence in English, preparing them to be successful in all academic subjects.

11811Q Language Arts: Grade 8 PreAP/GT (Omega)

Duration: One Year

Grade Level(s): 8

Service ID: 03200530

Eligibility: See page 5

Notes: This course is an interdisciplinary approach using GT strategies in PreAP/GT (Omega) Language Arts and PreAP/GT (Omega) Social Studies; this class is taught as a one-period course and is designed for advanced and gifted learners.

In Language Arts: Grade 8 PreAP/GT (Omega), students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Eighth grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including expository, narrative, persuasive, and literary response, with refined focus, word choice, and sentence structures. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts. Eighth grade students also create digital, oral, and/or written presentations using a genre of writing that helps accomplish their purpose and considers their intended audience.

11811W Language Arts: Grade 8 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 8

Service ID: 03200530

Eligibility: WAVE enrollment

Notes: Summer reading and assignments prior to the course are required. This class is taught as a one-period course and is designed for gifted learners.

Campus: WAVE GT Magnet

In Language Arts: Grade 8 (WAVE), students master previously learned language arts skills while reading and writing increasingly complex, refined texts. Eighth grade students make inferences and synthesize within and across texts, citing multiple sources of text evidence that support their understandings. They read novels and non-fiction texts of their choosing, as well as excerpts from classic and contemporary fiction, and informational articles. They write in various genres including expository, narrative, persuasive, and literary response, with refined focus, word choice, and sentence structures. Students search and evaluate multiple sources of information in support of expository essays and personal interests, and evaluate the purposes and effects of graphics, film, print, and digital texts. Eighth grade students also create digital, oral, and/or written presentations using a genre of writing that helps accomplish their purpose and considers their intended audience.

LANGUAGE ARTS ELECTIVES

11670/11770/11870/11877 Target Reading

11670 Grade 6; 11770 Grade 7; 11870 Grade 8; 11877 Grade 7/8

Grade Level(s): 6-8

Duration: One Semester/One Year

Service ID: 85000TRG

Eligibility: This course is required for students who have not demonstrated mastery in reading on the STAAR test.

Notes: This course is offered for elective credit only.

This course is required for those students who have not demonstrated mastery in reading on the STAAR test. The course is designed to help the student find success with reading in authentic situations, as well as on STAAR. It is deeply aligned with the student's grade level ELA course: pre-teaching key skills, developing students' independent reading level, and bridging those skills to state assessments.

11670S/11770S/11870S/11877S Target Reading, Sheltered (for English Language Learners)

11670S Grade 6; 11770S Grade 7; 11870S Grade 8; 11877S Grade 7/8

Grade Level(s): 6-8

Duration: One Semester/One Year

Service ID: 85000TRG

Notes: Only recent immigrant students with limited English proficiency may enroll; LPAC approval is required; this course is offered for elective credit only.

Reading offers ELL students supplemental instruction in word recognition, vocabulary building, and comprehension strategies in order to ensure that our ELL students have increased opportunity to read with competence, confidence, and understanding. These courses supplement the literacy instruction students receive in the ESOL classes. These courses are also designed to help English Language Learners improve their reading and writing skills in preparation for the STAAR test. On some campuses students will use computer programs designed to strengthen and remediate reading and writing skills.

11940 Journalism I

Duration: One Year

Grade Level(s): 7-8

Service ID: 84000JRN

Eligibility: Application may be required

Notes: This course is offered for elective credit only.

Campus: Based upon enrollment

Students actively participate in the production of the school yearbook and/or newspaper in this year-long course. Activities include extensive news, feature and editorial writing, interviewing, graphic design, photography, layout and paste-up, and advertising.

11949 Journalism II

Duration: One Year

Grade Level(s): 8

Service ID: 84000JRN

Eligibility: Application may be required

Notes: This course is offered for elective credit only.

Campus: Based upon enrollment

This course is a continuation of Journalism I. Students actively participate in the production of the school yearbook and/or newspaper in this year-long course. Activities include extensive news, feature and editorial writing, interviewing, graphic design, photography, layout and paste-up, and advertising.

11945 Writing Academy

Duration: One Semester

Grade Level(s): 7

Service ID: 85000WRT

Eligibility: This course is required for those students who need additional writing instruction in preparation for the 7th grade STAAR writing test.

Notes: This course is offered for elective credit only.

Campus: Clear Creek Intermediate School

This course is required for students who have demonstrated a need for additional writing instruction in preparation for taking the STAAR writing test. Students will be provided opportunities to apply writing strategies to a variety of practical situations, enabling them to practice these skills on a daily basis.

11947 Practical Writing

Duration: One semester

Grade level: 8

Service ID: 85000WRT

Eligibility: This course is recommended for 8th grade students who did not demonstrate mastery on the 7th grade STAAR writing test.

Notes: This course is offered for elective credit only.

Campus: Based upon enrollment

In Reading and Practical Writing, students develop their vocabulary and word analysis skills, build reading comprehension as they read short texts, and focus on techniques the author used to make the writing effective. Curriculum will be centered around high interest themes and current events. Frequent writing assignments include compositions that vary in form and length. Special attention is given to evaluating published and unpublished writing for both mechanics and content. Attention will also be given to the grammatical elements of subject-verb agreement, pronoun-antecedent agreement, and verb forms as well as review of other conventions such as spelling, capitalization, and punctuation.

11815 ESL (English as a Second Language) 8 Academic Support

Duration: One Year

Grade Level(s): 8

Service ID: 84000810

Eligibility: LPAC approval

Notes: Only students with limited English proficiency may qualify; course placement will be determined by LPAC based upon student testing; this course is offered for elective credit only.

ESL (English as a Second Language) 8 Academic Support offers ELL students supplemental instruction in listening, speaking, reading, writing, and comprehending English, with a focus on the TEKS in English using strategies and methodologies appropriate for English Language Learners. Students develop competence in English, preparing them to be successful in all academic subjects. This course supplements the English language instruction students receive in their classes.

11550 Language Laboratory/Study Hall

Duration: One Year

Grade Level(s): 6-8

Service ID: 85000SHL

Eligibility: Students currently enrolled in Estrellas Intermediate Dual Language Program who will remain on campus during eighth period.

Campus: Dual Language Magnet

Dual Language students will utilize the language laboratory to expand foreign language skills alternated with study time.

MATHEMATICS

11621 Mathematics: Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 02640060

Eligibility: Mathematics: Grade 5

Notes: 11621S Mathematics, Grade 6: Sheltered (for English Language Learners); LPAC approval required; see page 9.

Mathematics: Grade 6 focuses on concepts and skills using ratios to describe proportional relationships involving numbers, geometry, measurement, and probability. Additional skills in 6th grade mathematics include operations with decimals and fractions.

The primary focal areas in Grade 6 mathematics are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

11621Q Mathematics: Grade 6 PreAP/GT

Duration: One Year

Grade Level(s): 6

Service ID: 02640060

Eligibility: See page 5; students must demonstrate high academic performance.

Notes: 11621QS Mathematics, Grade 6 PreAP/GT: Sheltered (for English Language Learners); LPAC approval required; see page 9; a minimum of at least one project will be required.

Mathematics: Grade 6 PreAP/GT is a compacted and accelerated curriculum. All Grade 6 math standards (TEKS) as well as some Grade 7 math standards (TEKS) are taught in this course.

This course encompasses and extends upon all of the concepts and skills included in Grade 6 mathematics, while providing for development of higher level and critical thinking skills through more rigorous problem solving opportunities. Emphasis will be on building procedural fluency with operations with rational numbers. Additional concepts and skills from Grade 7 mathematics standards will be taught in Grade 6 PreAP/GT mathematics including writing and solving two-step equations and inequalities and developing algebraic skills through the study of proportional relationships.

11621W Mathematics: Grade 6 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 6

Service ID: 02640060

Eligibility: WAVE enrollment

Notes: A minimum of one project will be required per semester.

Campus: WAVE GT Magnet

Mathematics: Grade 6 PreAP/GT (WAVE) focuses on concepts and skills using ratios to describe proportional relationships involving numbers, geometry, measurement, probability, operations with decimals and fractions, percent, coordinate graphing, operations with integers, functions, patterns, and equations. Students will be introduced to Excel© using simple formulas as well as graphing and calculations. Skills in the 6th grade PreAP/GT (WAVE) mathematics course are taught using a universal theme. The students will incorporate this theme into interdisciplinary daily activities, lessons, and projects as well as to find real world applications of mathematics. In this rigorous, fast paced mathematics course, these concepts and skills will be covered in greater depth and complexity than in PreAP/GT 6th grade mathematics.

11721 Mathematics: Grade 7

Duration: One Year

Grade Level(s): 7

Service ID: 03103000

Eligibility: Mathematics: Grade 6

Notes: 11721S Mathematics, Grade 7: Sheltered (for English Language Learners); LPAC approval required; see page 9.

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

11721Q Mathematics: Grade 7 PreAP/GT

Duration: One Year

Grade Level(s): 7

Service ID: 03103000

Eligibility: See page 5; students must demonstrate high academic performance.

Notes: 11721QS Mathematics, Grade 7 PreAP/GT: Sheltered (for English Language Learners); LPAC approval required; see page 9; a minimum of at least one project will be required.

Mathematics: Grade 7 PreAP/GT is a compacted and accelerated curriculum. The remainder of Grade 7 math standards (TEKS) not covered in Grade 6 math PreAP/GT as well as some Grade 8 math standards (TEKS) are taught in this course. The compacted and accelerated curriculum in Mathematics: Grade 6 PreAP/GT and Grade 7 PreAP/GT is necessary for students to be prepared for Algebra 1 PreAP/GT as an 8th grade student.

This course encompasses and extends upon all of the concepts and skills included in Grade 7 mathematics, while providing for development of higher level and critical thinking skills through more rigorous problem solving opportunities. Additional concepts and skills from Grade 8 mathematics standards will be taught in Grade 7 PreAP/GT mathematics including linear proportional and linear non-proportional relationships and writing linear equations.

11721W Mathematics: Grade 7 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 7

Service ID: 03103000

Eligibility: WAVE enrollment

Notes: A minimum of at least one project per nine weeks will be required.

Campus: WAVE GT Magnet

Mathematics: Grade 7 PreAP/GT (WAVE) focuses on concepts using principles of algebra with rational numbers to analyze and represent proportional and non-proportional relationships, geometry, measurement, probability, and percent. Skills in the 7th grade PreAP/GT (WAVE) mathematics course are taught using a universal theme and incorporate interdisciplinary activities into daily lessons. This course will emphasize the use of problem solving strategies to communicate ideas in real world mathematical applications. In this rigorous, fast paced mathematics course, these concepts and skills will be covered in greater depth and complexity than in PreAP/GT 7th grade mathematics.

11821 Mathematics: Grade 8

Duration: One Year

Grade Level(s): 8

Service ID: 03103100

Eligibility: Mathematics: Grade 7

Notes: 11821S Mathematics, Grade 8: Sheltered (for English Language Learners); LPAC approval required; see page 9.

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

11821Q Mathematics: Grade 8 PreAP/GT

Duration: One Year

Grade Level(s): 8

Service ID: 03103100

Eligibility: See page 5; students must demonstrate high academic performance.

Notes: 11821QS Mathematics, Grade 8 PreAP/GT: Sheltered (for English Language Learners); LPAC approval required; see page 9; a minimum of at least one project will be required.

This course encompasses and extends upon all of the concepts and skills included in Grade 8 mathematics, while providing for development of higher level and critical thinking skills through more rigorous problem solving opportunities. Additional concepts and skills from Algebra 1 standards will be taught in Grade 8 PreAP/GT mathematics including solving multistep equations and inequalities, standard form of linear equations and systems of linear equations.

11821W Mathematics: Grade 8 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 8

Service ID: 03103100

Eligibility: WAVE enrollment

Notes: A minimum of at least four projects will be required.

Campus: WAVE GT Magnet

Mathematics: Grade 8 (PreAP/GT) focuses on concepts and skills using principles of algebra to analyze and represent proportional and non-proportional relationships, as well as using probability to describe data and make predictions. Skills covered in 8th grade PreAP/GT WAVE mathematics include an introduction to polynomials, linear and non-linear functions, systems of linear equations, and analysis and application of two-and three-dimensional geometry concepts. This course is specifically designed to meet the needs of gifted learners. The course is fast paced, hands-on, and project-based with a strong algebra component at the end of the year to introduce several Algebra 1 concepts. Skills in 8th grade PreAP/GT (WAVE) mathematics course are taught using a universal theme and incorporate interdisciplinary activities into daily lessons. This course will emphasize the use of problem solving strategies to communicate mathematical ideas in order to prepare students for Algebra I. In this rigorous mathematics course, these and other concepts and skills will be covered in greater depth and breadth than in 8th grade PreAP/GT mathematics.

2011Q Algebra I PreAP/GT

Duration: One Year

Grade Level(s): 7-8

Service ID: 03100500

Eligibility: Placement recommended according to CCISD's Intermediate Algebra I Placement Matrix and Grade 7 PreAP/GT, or Mathematics: Grade 7 with a score of 80 or better on Mathematics: Grade 8 CBE; see page 5.

Notes: Grade 7 PreAP/GT students receive instruction on content from Grade 8 math standards (TEKS) in addition to the Grade 7 math standards (TEKS). Students who take Mathematics: Grade 7 will be recommended for placement in Algebra I PreAP/GT by the Clear Creek ISD Intermediate Algebra I Placement Matrix with a score of 80 or above on the Mathematics: Grade 8 CBE. Upon successful completion of each semester of this course, students will be awarded one-half high school credit toward graduation; the high school level semester and final exams are required in this course; *this course will not count for high school grade points or class rank*; students will be required to take the Algebra I STAAR EOC exam.

This course encompasses and extends upon all of the concepts and skills included in Algebra I, while providing for development of higher level and critical thinking skills through more rigorous problem solving opportunities. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

2111Q Geometry PreAP/GT

Duration: One Year

Grade Level(s): 8

Service ID: 03100700

Eligibility: Algebra I PreAP/GT; see page 5.

Notes: Upon successful completion of each semester of this course, students will be awarded one-half high school credit toward graduation; the high school level semester and final exams are required in this course; *this course will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This course encompasses and extends upon all of the concepts and skills included in Geometry, as well as providing students with an opportunity to study topics on the history and development of geometry. This course also includes extended study in the areas of trigonometry, coordinate and non-Euclidean geometry, symbolic logic, and probability. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

MATHEMATICS ELECTIVES

11671/11771/11871/11878 Target Math

11671 Grade 6; 11771 Grade 7; 11871 Grade 8; 11878 Grade 7/8

Grade Level(s): 6-8

Duration: One Semester/One Year

Service ID: 85000MTH

Eligibility: This course is required for students who are unsuccessful on the mathematics portion of the previous year's STAAR test.

This course is designed for students who have not passed the STAAR test in 5th, 6th, or 7th grade, or who are in danger of not passing. Students will have additional opportunities to use manipulatives and work with supplementary hands-on activities. Problem solving activities will provide enrichment opportunities that enhance the traditional curriculum.

SAMPLE HIGH SCHOOL MATHEMATICS COURSE SEQUENCES

The charts below indicate recommended course sequences for Grades 9 through 12. (**Bold type indicates preferred course.**) It is strongly suggested that student and parent(s) consult with student's counselor and mathematics teacher in order to determine the most appropriate course choice and sequence.

Accelerated Foundation High School Program (FHSP) Plus Endorsements with Distinguished Level of Achievement			
2017-18 Grade Level	2017-18 Math Course	2018-19 Math Course	2018-19 Grade Level
Grade 6	Grade 6 Math (PreAP/GT)	• Grade 7 Math (PreAP/GT)	Grade 7
Grade 7	Grade 7 Math (PreAP/GT)	• Algebra 1 (PreAP/GT)**	Grade 8
Grade 8	Algebra 1 (PreAP/GT)	• Geometry (PreAP/GT)	Grade 9
Grade 9	Geometry (PreAP/GT)	• Algebra II (PreAP/GT) • Digital Electronics	Grade 10
Grade 10	Algebra II (PreAP/GT)	• Precalculus (PreAP/GT) • Accounting II • AP Statistics (AP/GT) • AP Comp Science A (AP/GT) • Dual Credit Precalculus • Digital Electronics • Statistics	Grade 11
Grade 11	Precalculus (PreAP/GT)	• AP Calculus AB (AP/GT) • AP Statistics (AP/GT) • Independent Study Mathematics: Calculus	Grade 12

**Recommended Placement in Algebra 1 (PreAP/GT) based on performance on Grade 7 STAAR and Grade 7 Math (PreAP/GT) first semester grade.

Foundation High School Program (FHSP) Plus Endorsements with Distinguished Level of Achievement			
2017-18 Grade Level	2017-18 Math Course	2018-19 Math Course	2018-19 Grade Level
Grade 6	Grade 6 Math (PreAP/GT)	• Grade 7 Math (PreAP/GT)	Grade 7
Grade 6	Grade 6 Math	• Grade 7 Math	Grade 7
Grade 7	Grade 7 Math (PreAP/GT)	• Grade 8 Math (PreAP/GT)	Grade 8
Grade 7	Grade 7 Math	• Grade 8 Math	Grade 8
Grade 8	Grade 8 Math (PreAP/GT)	• Algebra 1 (PreAP/GT)	Grade 9
Grade 8	Grade 8	• Algebra 1	Grade 9
Grade 9	Algebra 1 (PreAP/GT)	• Geometry (PreAP/GT)	Grade 10
Grade 9	Algebra 1	• Geometry	Grade 10
Grade 10	Geometry (PreAP/GT)	• Algebra II (PreAP/GT) • Digital Electronics • Accounting II	Grade 11
Grade 10	Geometry	• Algebra II • Algebraic Reasoning • Accounting II • Digital Electronics	Grade 11
Grade 11	Algebra II (PreAP/GT)	• Precalculus (PreAP/GT) • Accounting II • AP Statistics (AP/GT) • AP Comp Science A (AP/GT) • Dual Credit Precalculus • Statistics	Grade 12
Grade 11	Algebra II	• Precalculus • Advanced Quantitative Reasoning • Dual Credit Precalculus • Statistics	Grade 12
Grade 11	Algebraic Reasoning	• Algebra II (Required)	Grade 12

Foundation High School Program (FHSP) Plus Endorsements			
2017-18 Grade Level	2017-18 Math Course	2018-19 Math Course	2018-19 Grade Level
Grade 6	Grade 6 Math	• Grade 7 Math	Grade 7
Grade 7	Grade 7 Math	• Grade 8 Math	Grade 8
Grade 8	Grade 8 Math	• Algebra 1	Grade 9
Grade 9	Algebra 1	• Geometry	Grade 10
Grade 10	Geometry	• Algebraic Reasoning • Math Models with Application • Digital Electronics • Accounting II	Grade 11
Grade 11	Algebraic Reasoning	• Statistics	Grade 12
Grade 11	Math Models with Applications	• Algebraic Reasoning	Grade 12

SCIENCE

11631 Science: Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 03060600

Notes: 11631S Science, Grade 6: Sheltered (for English Language Learners); LPAC approval required; see page 9.

Science: Grade 6 is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in an environment stressing verbal and written communication as well as teamwork. Students will extend their knowledge of matter, including elements, compounds and mixtures. Students will investigate force, motion and energy. Earth processes, including the organization of our solar system, the role of gravity, and space exploration, will be explored. Students will also gain an understanding of the broadest taxonomic classifications of organisms and how characteristics determine their classification.

11631Q Science: Grade 6 PreAP/GT

Duration: One Year

Grade Level(s): 6

Service ID: 03060600

Eligibility: See page 5

Notes: All sixth grade students attending Brookside or Seabrook Intermediate must select 11635SM Science: Grade 6 PreAP/GT – Wild and Free or 11637SM Science: Grade 6 PreAP/GT – Oceans Alive as their PreAP Science: Grade 6 course.

11631QS Science, Grade 6 PreAP/GT: Sheltered (for English Language Learners); LPAC approval required; see page 9.

Science: Grade 6 PreAP/GT is an accelerated course designed to meet the needs of students on track to take PreAP/GT Biology in the 8th grade. This course offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Grade 6 science standards (TEKS) as well as some grade 8 science concepts are presented in this course, but in greater depth than those in Science: Grade 6.

11631W Science: Grade 6 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 6

Service ID: 03060600

Eligibility: WAVE

Notes: This course is an interdisciplinary approach using GT strategies in PreAP/GT Language Arts, PreAP/GT Science, and PreAP/GT Social Studies; advanced level products and independent research are required in this course.

Campus: WAVE GT Magnet

Science: Grade 6 PreAP/GT (WAVE) offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 6 except the presentation is more accelerated and in greater depth. The curriculum is interdisciplinary and is taught using GT strategies.

11635SM Science: Grade 6 PreAP/GT - Wild and Free

Duration: One Year

Grade Level(s): 6

Service ID: 03060600

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for sixth grade.

All sixth grade students attending Brookside or Seabrook Intermediate must select 11635SM Science: Grade 6 PreAP/GT – Wild and Free or 11637SM Science: Grade 6 PreAP/GT – Oceans Alive as their PreAP Science: Grade 6 course.

Campus: Science Magnet

Grade 6 Pre AP/GT is an accelerated course designed to meet the needs of students on track to take PreAP/GT Biology in the 8th grade. This course offers an advanced and accelerated level of experience with the concepts of grade 6 science as well as some grade 8 concepts. Integrated within this course, students will investigate plant and animal interactions and adaptations. Teams will investigate how wildlife management affects the environment. Student field trips enhance and extend the classroom experience.

11637SM Science: Grade 6 PreAP/GT - Oceans Alive

Duration: One Year

Grade Level(s): 6

Service ID: 03060600

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for sixth grade.

All sixth grade students attending Brookside or Seabrook Intermediate must select 11635SM Science: Grade 6 PreAP/GT – Wild and Free or 11637SM Science: Grade 6 PreAP/GT – Oceans Alive as their PreAP Science: Grade 6 course.

Campus: Science Magnet

Grade 6 Pre AP/GT is an accelerated course designed to meet the needs of students on track to take PreAP/GT Biology in the 8th grade. This course offers an advanced and accelerated level of experience with the concepts of grade 6 science as well as some grade 8 concepts. Integrated within this course is a chance to explore ocean environments from Galveston Bay and its wetland to the deepest ocean trenches. Students examine the ocean to learn how plants and animals interact to thrive in this setting. Student field trips enhance and extend the classroom experience.

11731 Science: Grade 7

Duration: One Year; Science Magnet (12731)

Grade Level(s): 7

Service ID: 03060700

Notes: 11731S Science, Grade 7: Sheltered (for English Language Learners); LPAC approval required; see page 9.

Science: Grade 7 is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in an environment stressing verbal and written communication as well as teamwork. Students will explore the relationship between living organisms and their environment. Students will explore how organisms obtain energy, get rid of waste, grow and reproduce, including how traits pass between generations. Cell structure and function will also be studied.

11731Q Science: Grade 7 PreAP/GT

Duration: One Year Seabrook Intermediate One Semester (12732)

Grade Level(s): 7

Service ID: 03060700

Eligibility: See page 5

Notes: 11731QS Science, Grade 7 PreAP/GT: Sheltered (for English Language Learners); LPAC approval required; see page 9.

Science: Grade 7 PreAP/GT is an accelerated course designed to meet the needs of students on track to take Pre AP/GT Biology in the 8th grade. This course offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Grade 7 science standards (TEKS), as well as some grade 8 science concepts are presented in this course, but in greater depth than those in Science: Grade 7.

11731W Science: Grade 7 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 7

Service ID: 03060700

Eligibility: WAVE

Notes: This course is designed for the highly capable student and GT student; it is an interdisciplinary approach using GT strategies in PreAP/GT Language Arts, PreAP/GT Science, and PreAP/GT Social Studies; advanced level products and independent research are required in this course; this course must be taken with PreAP/GT Language Arts and PreAP/GT Social Studies.

Campus: WAVE GT Magnet

Science: Grade 7 PreAP/GT (WAVE) offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 7 except the presentation is more accelerated and in greater depth. The curriculum is interdisciplinary and is taught using GT strategies.

11831 Science: Grade 8

Duration: One Year; Science Magnet One Semester (12831)

Grade Level(s): 8

Service ID: 03060800

Notes: 11831S Science, Grade 8: Sheltered (for English Language Learners); LPAC approval required; see page 9.

Science: Grade 8 is a hands-on course in which students learn science skills and concepts. The skills and concepts are integrated in an environment stressing verbal and written communication as well as teamwork. Students will expand their understanding of chemistry, including atoms, chemical formulas, chemical reactions, and equations. Students will experiment with the relationship between force and motion and relate these to geologic processes and astronomical phenomena. The role of natural events in altering Earth systems will be explored including tides, plate tectonics and weather. The interdependence between organisms and the environment will be further explored.

11831Q Science: Grade 8 PreAP/GT

Duration: One Year; Seabrook Intermediate One Semester (12832)

Grade Level(s): 8

Service ID: 03060800

Eligibility: See page 5

Notes: 11831QS Science, Grade 8 PreAP/GT: Sheltered (for English Language Learners); LPAC approval required; see page 9; students must demonstrate high academic performance.

Science: Grade 8 PreAP/GT, offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 8 except the presentation is more accelerated and in greater depth.

11831W Science: Grade 8 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 8

Service ID: 03060800

Eligibility: Identified highly capable or identified GT; see page 5.

Notes: This course is designed for the highly capable student and GT student; it is an interdisciplinary approach using GT strategies in PreAP/GT Language Arts, PreAP/GT Science, and PreAP/GT Social Studies; advanced level products and independent research are required in this course; this course must be taken with PreAP/GT Language Arts and PreAP/GT Social Studies.

Campus: WAVE GT Magnet

Science: Grade 8 PreAP/GT (WAVE) offers a more advanced level of experiences in the concepts of science. Laboratory activities are presented as a combination of inquiry and confirmatory exercises. Many of the concepts are the same as those in Science: Grade 8 except the presentation is more accelerated and in greater depth. The curriculum is interdisciplinary and is taught using GT strategies.

3011Q Biology PreAP/GT

Duration: One Year

Grade Level(s): 8

Service ID: 03010200

Eligibility: Algebra I prerequisite or concurrent enrollment. If a student drops concurrent enrollment in algebra I due to low performance, the student must also drop biology. Students who remain in biology without successfully completing Algebra I at the end of 8th grade shall enroll in Integrated Physics and Chemistry (IPC) the following academic year. State law requires successful completion of Algebra I prior to enrollment in Chemistry.

Notes: This course may be used to complete the one-year science requirement for eighth grade. Upon successful completion of each semester of this course, students will be awarded one state high school science credit toward graduation requirements; the high school level semester and final exams are required in this course; *this course will not count for high school grade points or class rank*; students will be required to take the Biology STAAR EOC exam.

Campus: Based upon enrollment

Biology PreAP/GT offers a more advanced level of experiences in the concepts of biology. Laboratory activities are presented as a combination of inquiry and confirmatory exercises, including animal dissection. Many of the concepts are the same as those in Biology except the presentation is more accelerated and in more detail. Animal dissection is a required part of the curriculum in this course.

SCIENCE ELECTIVES

11931 Environmental Education

Duration: One Year

Grade level(s): 7-8

Service ID: 03060800

Campus: Based upon enrollment

Students will study a variety of topics. Taxonomy will be discussed. Students will identify, study and grow native plants and understand their role in the ecosystem. They will study biotic and abiotic factors of the coastal wetlands and prairies that once covered the Galveston Bay watershed. They will conduct hands-on scientific experiments. Students will learn how their actions impact the ecosystem around them. This course focuses solely on local and native systems. Animal dissection is a required part of the curriculum in this course.

11939 SCI: Science Investigations PreAP/GT

Duration: One Year

Grade Level(s): 8

Service ID: 03060800

Campus: Based upon enrollment

Science in the news! Phenomena such as El Nino, global warming, cloning, and predictions of geological events are examples of topics examined. Sort out the science facts and myths for a better understanding of today's world. Analyze the work of modern scientists to find the truth—it is out there!

SCIENCE MAGNET PROGRAM

The Science Magnet program at Brookside Intermediate and Seabrook Intermediate provides unique opportunities for students with a high interest in science. Open to students in grades 6 – 8 from throughout the district, this program combines traditional science instruction with student choice of additional science electives. Field trips and enrichment opportunities foster greater involvement of the scientific community in the classroom and bring the students into the real world of science. Family science nights and family field trips allow the entire family to become involved with the activities and experiences of the science magnet student.

11636 Scientific Research: Grade 6

Duration: One Semester

Grade Level: 6

Service ID: 03060600

Notes: This course may not be used to complete the one-year science requirement for sixth grade.

Campus: Science Magnet

Students will learn the basic scientific process skills used by scientists in solving problems. Extensive hands-on experience with basic equipment is incorporated into instruction. A research course is required each year as well as a scientific research project.

11655 Scientific Literacy: Grade 6

Duration: One Semester

Grade Level(s): 6

Service ID: 02810000

Notes: This course may not be used to complete the one-year science requirement for sixth grade.

Campus: Science Magnet

Grade 6 Scientific Literacy will connect the love of the written word to the exploration of science on a current stage. Students will collaborate using literacy skills to understand and examine a wide variety of scientific perspectives. This course will provide students the opportunity to increase global awareness and forward thinking.

11735 Wonderful Wetlands PreAP/GT

Duration: One Semester

Grade Level(s): 7

Service ID: 03060700

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for seventh grade.

Campus: Science Magnet

This environmental science course allows students to investigate solutions to the real-world environmental problems experienced by the Gulf Coast wetlands. Students will identify plants found in tide pools and coastal wetlands along Galveston Bay. They will study sources of toxic waste and use hands-on experimentation to explain how it effects the local environment. The growth of the Galveston Bay area will be studied as well as the human effects on the surrounding wetlands. Students will design and build models of dams, learn how electricity is produced, determine causes of erosion, and study flood control.

11736 Scientific Research: Grade 7

Duration: One Semester

Grade Level(s): 7

Service ID: 03060700

Notes: This course may not be used to complete the one-year science requirement for seventh grade.

Campus: Science Magnet

Students apply, identify, and build upon the research skills introduced in Scientific Research, Grade 6. More advanced research skills are introduced and utilized in solving independent investigations. A research course is required each year as well as a scientific research project.

11755 Scientific Literacy: Grade 7

Duration: One Semester

Grade Level(s): 7

Service ID: 03273440

Notes: This course may not be used to complete the one-year science requirement for seventh grade.

Campus: Science Magnet

Grade 7 Scientific Literacy will connect the love of the written word to the exploration of science on a current stage. Students will collaborate using literacy skills to understand and examine a wide variety of scientific perspectives. This course will provide students the opportunity to increase global awareness and forward thinking.

11739 Grow Lab PreAP/GT

Duration: One Semester

Grade Level(s): 7

Service ID: 03060700

Eligibility: None

Notes: This course may be used to complete the one-year science requirement for seventh grade.

Campus: Science Magnet

Study plant growth, gardening, and landscape design utilizing the Seabrook greenhouse, garden and classroom. Students will work in teams to cultivate and care for native plants, wildflowers, and vegetables. Plants will be identified and their importance to the ecosystem will be studied. Students will also design and conduct scientific explorations and experiments with plants.

11835 Extreme Science PreAP/GT

Duration: One Semester

Grade Level(s): 8

Service ID: 03060800

Notes: This course may be used to complete the one-year science requirement for eighth grade.

Campus: Science Magnet

Go to the extremes of Earth through the study of deep space, frozen wonderlands, and tropical paradises. Students will go through the changing history of Earth and its inhabitants and describe interactions within geology, genetics, extinction, and humankind's importance on an ever-changing Earth. Students will also study information and evidence collected during scientific investigations to define the changes in the extreme areas of Earth.

11836 Scientific Research: Grade 8

Duration: One Semester

Grade Level(s): 8

Service ID: 03060800

Eligibility: None

Notes: This course may not be used to complete the one-year science requirement for eighth grade.

Campus: Science Magnet

Students apply and strengthen the research and process skills developed in previous Scientific Research classes. Students design experiments and use problem solving skills to follow through investigative projects. A research course is required each year as well as a scientific research project.

11932 SCI: Science Investigations PreAP/GT

Duration: One Semester

Grade Level(s): 8

Service ID: 03060800

Notes: This course may be used to complete the one-year science requirement for eighth grade.

Campus: Science Magnet

Science in the news! Phenomena such as El Nino, global warming, cloning, and predictions of geological events are examples of topics examined. Sort out the science facts and myths for a better understanding of today's world. Analyze the work of modern scientists to find the truth—it is out there!

11934 Project CATS I (Cooperatively Attaining Team-building Skills I)

Duration: One Semester

Grade Level(s): 6

Service ID: 03060600

Eligibility: Magnet students

Notes: This course may not be used to complete the one-year Science requirement.

Campus: Science Magnet

Project CATS I is a unique course designed to provide students with the opportunity to explore in greater detail, common interests in science and study its application in the real world, while at the same time building cooperative learning skills in a team setting. Student teams will form simulated companies to explore science topics that exist in society today.

11930 Project CATS II (Cooperatively Attaining Team-building Skills II)

Duration: One Semester

Grade Level(s): 7-8

Service ID: 03060600

Eligibility: Magnet students; successful completion of Project CATS I.

Notes: This course may not be used to complete the one-year Science requirement.

Campus: Science Magnet

Project CATS II is a continuation course available to 7th and 8th grade magnet students as an elective for the spring semester. It will provide the opportunity for students to enhance the skills attained in the original course through more extensive marketing challenges which include basic web page design, multi-media projects including video editing and production, stock market simulations and investments, quarterly report writing, monthly fiscal presentations, local business CEO outreaches and more.

11730 BIRPS

Duration: One Semester

Grade Level(s): 7-8

Service ID: 03060700

Eligibility: Magnet students; based upon space availability, non-magnet students.

Notes: May not be used to complete the one-year science requirement; offered as an additional science elective only.

Campus: Science Magnet

This semester course will begin by providing a brief overview of the animal kingdom, classification, taxonomy, and how to use a dichotomous key to identify organisms. Students will then explore the rise and fall of dinosaurs and begin looking at modern reptiles, amphibians and birds. Students will learn about the anatomy and physiology of these animals, and will discuss the many amazing adaptation that have made these animals so successful. Students will learn to identify local reptiles, birds, and amphibians, discuss current and future conservation and management issues, and look at why scientists are so concerned with the health and decline of specific populations like amphibians.

11737 Future Think

Duration: One Semester

Grade Level(s): 7-8

Service ID: 03060700

Eligibility: Magnet students; based upon space availability, non-magnet students.

Notes: This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

Campus: Science Magnet

What will the world be like as we move into the new millennium? Predict future events as they affect the individual, society, and the environment. Students will use their imaginations to create a vision of technology of the future. They will form teams to design robots, solar carts, and become problem solvers of the future.

11837 Body Works

Duration: One Semester

Grade Level(s): 7-8

Service ID: 03060800

Eligibility: Magnet students; based upon space availability, non-magnet students.

Notes: This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

Campus: Science Magnet

Body Works is an exploration of the human body designed to extend the study of body systems studied in the regular curriculum. Learn how the body changes in space and what NASA is learning about the effects of long term space travel. What recent advances are there in biotechnology and medicine and how will they affect our lives? Journey through the human body and explore, discover and examine DNA, body organs, and nutrition.

11838 Star Search

Duration: One Semester

Grade Level(s): 7-8

Service ID: 03060800

Eligibility: Magnet students; based upon space availability, non-magnet students.

Notes: This course may not be used to complete the one-year science requirement; offered as an additional science elective only.

Campus: Science Magnet

Students take a simulated ride to the outermost regions of the solar system and study the sky from different perspectives. Ancient models of the universe are used to study astronomy from the curiosity of the ancients to the latest NASA expeditions. Topics include a study of planets in our solar system and prospective travel to Mars.

11839 Design Technology

Duration: One Semester

Grade Level(s): 7-8

Service ID: 03060800

Eligibility: Magnet students; based upon space availability, non-magnet students.

Notes: This course may not be used to complete the one-year science requirement; offered as an additional science elective only; strong math background recommended.

Campus: Science Magnet

Working in teams, students create, design, test models of airplanes, bridges, boats, kites and more. Through actual construction and testing students gain a better understanding of the mechanics of physics concepts and simple machines.

SOCIAL STUDIES

11641 Social Studies: Contemporary World Cultures Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 02870000

Notes: 11641S Social Studies, Grade 6 Sheltered (for English Language Learners); LPAC approval required; see page 9.

In Social Studies: Grade 6, students use basic social studies skills to study societies and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia, and the Eurasian Republics, North America, Middle America, South America, Southwest Asia, North Africa, Sub-Sahara Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, culture, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. Various projects and performance-based assessments will be included in the course.

11641 TWI Dual Language Social Studies: Contemporary World Cultures Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 02870000

Eligibility: Students who have successfully completed 5th Grade in a Dual Language Program or meet the Spanish language requirements.

Campus: Dual Language Magnet

This course is designed for students who have successfully completed 5th Grade in a Dual Language, Dual Language, or Bilingual Program or meet the Spanish language requirements. This Dual Language Contemporary World Cultures course scope and sequence, course objectives, TEKS, and curriculum are identical to the Contemporary World Cultures course for Grade 6. This course will be taught 100% in Spanish. In addition the TEKS for high school Spanish will be integrated. Students will take a Spanish I examination for high school credit.

11641Q Social Studies: Contemporary World Cultures Grade 6 PreAP/GT (Omega)

Duration: One Year

Grade Level(s): 6

Service ID: 02870000

Eligibility: See page 5

Notes: 11641QS Social Studies, Grade 6 PreAP/GT (Omega): Sheltered (for English Language Learners); LPAC approval required; see page 9; this course is an interdisciplinary approach using GT strategies in PreAP/GT (Omega) Language Arts and PreAP/GT (Omega) Social Studies.

Social Studies: Grade 6 PreAP/GT (Omega) offers an advanced level of study to encompass major aspects of the cultural institutions representing people and places of the contemporary world. The course includes an emphasis on using primary documents and materials, analysis of maps and statistics, along with a comparative study of the modern world cultures, politics, and economies with an interdisciplinary focus. Coursework utilizes independent study, strong reading, writing, and analysis skills to support research in learning the concepts different world cultures. Various projects and performance-based assessments will be included in the course.

11641W Social Studies: Contemporary World Cultures Grade 6 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 6

Service ID: 02870000

Eligibility: WAVE enrollment

Campus: WAVE GT Magnet

In Social Studies: Grade 6 PreAP/GT (WAVE), students increase and refine the skills specified in the sixth grade social studies course description. This inter-disciplinary course is focused on a universal theme and on people, geography, and real-world issues of the historical and contemporary world. Students will learn to use primary sources, research, and critical thinking to produce advanced real world products.

11741 Social Studies: Texas History Grade 7

Duration: One Year

Grade Level(s): 7

Service ID: 03343000

Notes: 11741S Social Studies, Grade 7: Sheltered (for English Language Learners); LPAC approval required; see page 9.

In Social Studies: Grade 7, students study the history of Texas from early times to the present. Students examine in depth the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas. Students analyze the impact of scientific discoveries, technological innovations, and industries on the development of Texas. Global economic interdependence as it relates to Texas socioeconomic concerns will be emphasized. Students continuously use primary and secondary sources incorporating basic social studies skills to acquire information about Texas. Various projects and performance-based assessments will be included in the course.

11741TWI Dual Language Social Studies: Texas History Grade 7

Duration: One Year

Grade Level(s): 7

Service ID: 03343000

Eligibility: Students who have successfully completed 6th Grade in a Dual Language Program or meet the Spanish language requirements.

Campus: Dual Language Magnet

This course is designed for students who have successfully completed 6th Grade in a Dual Language Program or meet the Spanish language requirements. This Dual Language Texas History course scope and sequence, course objectives, TEKS, and curriculum are identical to the Texas History course for Grade 7. This course will be taught 100% in Spanish. In addition, the TEKS for high school Spanish will be integrated. Students will take a Spanish II examination for high school credit.

11741Q Social Studies: Texas History Grade 7 PreAP/GT (Omega)

Duration: One Year

Grade level(s): 7

Service ID: 03343000

Eligibility: See page 5

Notes: 11741QS Social Studies, Grade 7 PreAP/GT (Omega): Sheltered (for English Language Learners); LPAC approval required; see page 9; this course is an interdisciplinary approach using GT strategies in PreAP/GT (Omega) Language Arts and PreAP/GT (Omega) Social Studies.

Social Studies: Grade 7 PreAP/GT (Omega) offers an advanced level of study. Concepts covered in the class focus on Texas History, Grade 7 major eras of Texas history with greater depth and complexity at an accelerated pace. The course extends the study to include analysis of primary documents and materials and comparative study of Texas history alongside United States history over time. Coursework utilizes critical thinking, independent study, and strong reading, writing, and analysis skills to support research in learning the history of Texas. Various projects and performance-based assessments will be included in the course.

11741W Social Studies: Texas History Grade 7 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 7

Service ID: 03343000

Eligibility: WAVE enrollment

Campus: WAVE GT Magnet

Social Studies: Grade 7 PreAP/GT (WAVE) offers, a more advanced level of study. Many of the concepts are the same as those in Texas History: Grade 7, except the presentation is more accelerated and in more detail. In addition to covering major aspects of Texas history, the course extends the study to include more analysis of primary materials and documents, as well as a comparative study of Texas with the history of the United States. The emphasis is upon critical thinking, independent study, and research, and projects will be assigned and administered.

11841 Social Studies: American History Grade 8

Duration: One Year

Grade Level(s): 8

Service ID: 03343100

Notes: 11841S Social Studies, Grade 8: Sheltered (for English Language Learners); LPAC approval required; see page 9.

In Social Studies: Grade 8, students study in depth the history of the United States from the early colonial period through Reconstruction, which is the first part of a two-year study of U.S. history. The second part, comprising U. S. history since Reconstruction to the present, is provided at the high school level. Historical content focuses on the political, economic, cultural and social events and issues related to the colonial and revolutionary eras; the creation and ratification of the U. S. Constitution, challenges to the early republic, westward expansion, sectionalism, Civil War, and Reconstruction. Using critical thinking skills, as well as basic social studies skills, including the identification of bias in written, oral, and visual material students describe the physical characteristics of the U. S. and their impact on population distribution and settlement patterns in the past and present; analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system; examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents; evaluate the impact of supreme court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society; and evaluate the impact of scientific discoveries and technological innovations on the development of the U.S. Various projects and performance-based assessments will be included in the course.

11841TW1 Dual Language Social Studies: American History Grade 8

Duration: One Year

Grade Level(s): 8

Service ID: 03343100

Eligibility: Students who have successfully completed 7th Grade in a Dual Language Program or meet the Spanish language requirements.

Campus: Dual Language Magnet

This course is designed for students who have successfully completed 7th Grade in a Dual Language Program or meet the Spanish language requirements. This Dual Language American History course scope and sequence, course objectives, TEKS, and curriculum are identical to the American History course for Grade 8. This course will be taught 100% in Spanish. In addition, the TEKS for high school Spanish will be integrated. Students will be enrolled in the Spanish for Spanish Speakers course (5282) in the spring for high school credit. *This course will not count for high school grade points or class rank.*

11841Q Social Studies: American History Grade 8 PreAP/GT (Omega)

Duration: One Year

Grade Level(s): 8

Service ID: 03343100

Eligibility: See page 5

Notes: Advanced-level products and independent research are required in this course. 11841QS Social Studies, Grade 8 PreAP/GT (Omega): Sheltered (for English Language Learners); LPAC approval required; see page 9; this course is an interdisciplinary approach using GT strategies in PreAP/GT (Omega) Language Arts and PreAP/GT (Omega) Social Studies.

Social Studies: Grade 8 PreAP/GT offers a more advanced level of study. In addition to covering many of the same aspects of Social Studies: Grade 8, the course extends the study to include more detailed emphasis upon the use of primary materials and documents, independent study of American history until Reconstruction, and interdisciplinary focus. Students will be required to engage in compacting information and will be challenged with applying critical thinking to various assignments. Students will be introduced to types of logic used in historical arguments. Library research, computer technology, writing skills, and an interest in the humanities are basic essentials. Various projects and performance-based assessments will be included in the course.

11841W Social Studies: American History Grade 8 PreAP/GT (WAVE)

Duration: One Year

Grade Level(s): 8

Service ID: 03343100

Eligibility: WAVE enrollment

Notes: This course is an interdisciplinary approach using GT strategies in PreAP/GT Language Arts and PreAP/GT Social Studies; some schools may also require concurrent enrollment in PreAP/GT Science.

Campus: WAVE GT Magnet

Social Studies: Grade 8 PreAP/GT (WAVE), offers a more advanced level of study. In addition to covering many of the same aspects of Social Studies: Grade 8, the course extends the study to include more detailed emphasis upon the use of primary materials and documents, independent study of American history until Reconstruction, and interdisciplinary focus. Students will be required to engage in compacting information and will be challenged with applying critical thinking to various assignments. Students will be introduced to types of logic used in historical arguments. Library research, computer technology, writing skills, and an interest in the humanities are basic essentials. Various projects and performance-based assessments will be included in the course.

SOCIAL STUDIES ELECTIVES

11924/11925 Teen Leadership

Duration: One year/semester

Grade Level(s): 6-8

Service ID: 850000TL

Notes: \$10 class fee

Campus: Based upon enrollment

Teen Leadership is a course designed to develop business, professional, and leadership skills in a nurturing environment. This course is highly interactive and offers many opportunities to participate in activities leading to self-awareness, making more responsible choices, handling peer pressure, better communication, having a positive attitude and, all and all, excelling in life. In Teen Leadership you learn and use the skills of a leader.

11845 Future Problem Solving: Global Issues

Duration: One year

Grade Level(s): 6-8

Service ID: 85000FPS

Eligibility: PreAP/GT level coursework recommended.

Notes: 6th grade students must be concurrently enrolled in PreAP/GT Language Arts.

Campus: Clear Lake Intermediate, Westbrook Intermediate School

In Future Problem Solving, students learn and apply a six step problem solving process which provides them with the tools to tackle problems they will meet throughout their lives. The class features both competitive and noncompetitive activities where teams of students explore challenges and propose action plans to address complex societal problems. It is an interdisciplinary course designed to develop students' use of higher level thinking skills, such as synthesis, analysis, and evaluation. This course meets standards for curriculum and instruction in the following disciplines: language arts, social studies, science, the arts, math, geography, civics, technology, life skills, and behavioral studies.

HEALTH FITNESS

Students in grades 7 and 8 shall be required to complete a minimum of two semesters of Health Fitness within the two-year period. Students may select additional units in Health Fitness.

11660-Girls/11661-Boys Health Fitness: Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 02850000

Notes: Students in grade 6 are required to complete one full year of Health Fitness; a \$20 class fee is required; students may be scheduled in multi-grade level groupings.

In Health Fitness, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Students will exhibit physically active lifestyles and understand the relationship between physical activity and health throughout their life span. Students will gain detailed understanding of body function; learn to measure personal performance accurately; develop plans for improvement; and identify types of activities that provide personal enjoyment and challenge.

11760-Gr 7 Girls/11761-Gr 7 Boys/11860-Gr 8 Girls/11861-Gr 8 Boys Health Fitness: Grade 7-8

Duration: One Semester/One Year

Grade Level(s): 7-8

Service ID: 03823000

Notes: Students in grades 7 and 8 are required to complete anywhere from two semesters to two years of Health Fitness within the two-year period, as determined by individual campuses; a \$20 class fee is required; students may be scheduled in multi-grade level groupings.

In Health Fitness, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Students will exhibit physically active lifestyles and understand the relationship between physical activity and health throughout their life span. Students will gain detailed understanding of body function; learn to measure personal performance accurately; develop plans for improvement; and identify types of activities that provide personal enjoyment and challenge.

11890-Gr 8 Girls/11891-Gr 8 Boys Weight Training/Conditioning Sports: Grade 8

Duration: One Semester

Grade Level(s): 8

Service ID: 03823000

Notes: None

Weight training/conditioning will emphasize various programs that will develop the individual needs of a student in strength, endurance, and flexibility. The program includes the use of weights for weight training, plyometrics, and cardiovascular training. Students will learn the proper techniques of weight lifting, how to use equipment properly, rules of weight training, and the importance of proper nutrition.

11762-Gr 7 Girls/11763-Gr 7 Boys/11862-Gr 8 Girls/11863-Gr 8 Boys Athletics: Grade 7-8

Duration: One Year

Grade Level(s): 7-8

Service ID: 03823000

Eligibility: Successful completion of the tryout process as outlined by the coach.

Notes: A physical examination is required before participation is allowed; this exam must be completed by the second week of school in order to remain in the class; a new physical is required each year; students must provide own transportation to and/or from practices scheduled before and/or after school hours; transportation to and from athletic contests is provided by the school district.

This course is available as a substitute for Health Fitness. Athletic classes are available in the following sports—football, basketball, volleyball, track, tennis, cross-country and golf. Students enrolled in this course, and who have been approved by the coach to participate in the designated sport, are expected to attend additional practices and competitions outside of the intermediate school hours.

PHYSICAL EDUCATION WAIVER

PE Waiver: Application for a PE Waiver must be submitted to the Clear Creek ISD PE/Health office by the last Friday of April of the previous school year for waivers to be reviewed for approval for the upcoming school year. Waivers will not be granted for team sports and individual sports offered at the intermediate level. Students approved for PE Waivers will be assigned to a study period in place of Health Fitness. See your counselor regarding the PE waiver requirements and process.

*Students planning on participating in Athletics at a Division I or Division II college or university should be aware of initial eligibilities required by the National Collegiate Athletic Association (NCAA).
This information may be found at <http://www.ncaa.org/>.*

LEADERSHIP DEVELOPMENT CORPS

11935 Leadership Development Corps Level I (LDC)

Duration: One Year

Grade Level(s): 6-8

Service ID: 03823000

Notes: LDC may substitute for PE credit; there is a \$30 class fee for grades 6-8.

The Leadership Development Corps is a Clear Creek ISD initiative founded in 1996. This course is designed to foster self-discipline, positive self-concept and a “can do” attitude. Topics of study include leadership principles and appreciating diversity, communications skills, conflict resolution, drug prevention, proper nutrition and an active life style, military customs and courtesies, drill, presentation and maintenance of the LDC uniform and rank identification. This course is based on the JROTC curriculum that lays the foundation and further interest in leadership and resource management training. Cadets wear a uniform one day per week for a weekly grade. The purpose of the Uniform is to promote unity and teamwork, practice self-discipline, attention to detail, and acquire leadership skills.

11936 Leadership Development Corps Level II (LDC)

Duration: One year

Grade Level(s): 7-8

Service ID: 03823000

Eligibility: Completion of Level I

Notes: LDC may substitute for PE credit; there is a \$30 class fee for grades 7-8.

Based on the skills that were taught in LDC Level I, the LDC Level II student will lead small groups of Level I students (Squad and Platoon Level) in a structured environment. Topics of study include further and more in-depth discussions in leadership principles and appreciating diversity, team cohesion, communications skills, conflict resolution, drug prevention, proper nutrition and an active life style, military customs and courtesies, presentation and maintenance of the LDC uniform and rank identification. Cadets wear a uniform one day per week for a weekly grade.

11937 Leadership Development Corps Level III (LDC)

Duration: One year

Grade Level: 8

Service ID: 03823000

Eligibility: Completion of Level II

Notes: LDC may substitute for PE credit; there is a \$30 class fee for grade 8.

Based on the skills that were taught in LDC Level II, the LDC Level III student will lead larger groups of Level I and Level II students (Company and Battalion Level) in a structured environment. Level III students learn to plan, organize and run team and Battalion activities. Topics of study include further and more in-depth discussions in leadership principles and appreciating diversity, team cohesion, book reviews on leadership topics, communications skills, current events, conflict resolution, drug prevention, proper nutrition and an active life style, military customs and courtesies, presentation and maintenance of the LDC uniform and rank identification. Cadets wear a uniform one day per week for a weekly grade.

CAREER AND TECHNICAL EDUCATION

Connecting Intermediate School with High School, College, and Careers

11914 Exploring Audio/Video Production I

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700400

Notes: \$10 class fee; this course will satisfy the Technology Education requirement.

Campus: Based upon enrollment

Exploring Audio/Video Production introduces the student to all phases of video production including concept development, scripting, preproduction, camera work, editing, sound mixing, and postproduction. Emphasis will be on the various technologies associated with video production. Students will be provided with an overview of the media industry and will learn the basic create, edit, and render skills needed to design and produce multimedia presentations that use video and audio resources.

11915 Exploring Audio/Video Production II

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700410

Prerequisite(s): Exploring Audio/Video Production I

Notes: \$10 class fee

Campus: Based upon enrollment

This course is a continuation of Exploring Audio/Video Production I. It provides students with the opportunity to learn more advanced audio and video production skills. In addition to developing the technical knowledge needed to design and produce multimedia presentations, they will also learn the knowledge and skills needed for success in the Arts, Audio/Visual Technology, and Communications career cluster area.

11916 Exploring Construction Technology I

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700400

Notes: \$20 class fee

Campus: Based upon enrollment

This exploratory course is designed for students to investigate the types of activities performed in the construction industry. Through laboratory experiences, students will explore the skills and tools of this industry, including hand and power tools. Students will demonstrate basic safety. Introduction to construction math and technical drawings will be explored.

11917 Exploring Construction Technology II

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700410

Eligibility: Exploring Construction I

Notes: \$20 class fee

Campus: Based upon enrollment

This course is a continuation of Exploring Construction Technology I. Students will design and construct various types of projects. They will continue to learn construction skills, including drawings and presentations. Proper safety, operation of hand tools, and power tools will be demonstrated by students.

11918 Exploring Welding Technology I

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700400

Notes: \$20 class fee

Campus: Based upon enrollment

This exploratory course is designed for students to investigate the types of activities performed in the manufacturing industry through laboratory experiences. Students explore the skills and technologies of these industries. Content includes the application of technology, the design of products and services; emerging and innovative technologies; safety and maintenance of technology; marketing; technology-related career explorations; and relevant codes, laws and standards. Activities include designing and drafting, manufacturing parts, using tools and machines, and planning a manufacturing project.

11919 Exploring Welding Technology II

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700410

Notes: \$20 class fee

Campus: Based upon enrollment

This course is a continuation of Exploring Welding Technology I. Students will gain further instruction in the skills and technologies in the metal technology and machining industry. Topics include; metal types, shop safety, hand tools, metal trades, sheet metal, and understanding blueprints.

11922 Exploring Robotics

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700400

Notes: \$10 class fee; this course will satisfy the Technology Education requirement.

Campus: Based upon enrollment

Students will learn the fundamentals of robotics and engineering while using industry-based *Autodesk Inventor* computer aided design software and *EasyC 4.0* programming software. Students will build and program fully automated and teleoperated robots using the *VEX Robotics Design System*. The design process will be emphasized as the robots are developed, tested, modified, and prepared to compete in a semester-ending district competition.

11923 College and Career Readiness

Duration: One Semester

Grade Level(s): 8

Service ID: 12700300

Notes: This course is mandatory for all 8th grade students and will satisfy the Texas legislative requirement to provide instructions to students in preparing for high school, college, and career in accordance with Policy EHAC (Legal).

Campus: Based upon enrollment

College and Career Readiness is a technology-integrated course designed to lead students through investigating and planning for their high school, post-secondary education, and career success. Students will create a personalized high school graduation plan and use their interests and talents to explore future career opportunities and post-secondary education options and requirements. Overall, students will acquire essential skills to be fully prepared for the transition to high school as well as obtain the knowledge and skills necessary to enhance their future success.

11926 Exploring Culinary Arts I

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700400

Notes: \$20 class fee

Campus: Based upon enrollment

Exploring Culinary Arts is a laboratory course that will introduce the students to food preparation techniques, international cuisines, cooking methods, and career options within this field. Students will learn how to prepare various types of foods, basic nutrition, food safety and sanitation, professional work habits, and management techniques expected in the food industry.

11927 Exploring Culinary Arts II

Duration: One Semester

Grade Level(s): 7-8

Service ID: 12700410

Prerequisite(s): Exploring Culinary Arts I

Notes: \$20 class fee

Campus: Based upon enrollment

This course is a continuation of Exploring Culinary Arts I. Students will continue to work on food preparation and cooking techniques. They will complete hands-on cooking exercises to better understand the dynamics of seasoning, flavor balance, salts and sugars, fats and oils. An emphasis will be placed on incorporating proper nutrition into their dishes. Students are also introduced to the fundamentals of recipe writing and interpretation.

7500 Lifetime Nutrition and Wellness

Duration: One Semester

Grade Level(s): 8

Service ID: 13024500

Notes: \$15 class fee; upon successful completion of this course, students will be awarded one-half state high school elective credit toward graduation requirements; the high school level semester exam is required in this course; *this course will not count for high school grade points or class rank.*

Campus: Based upon enrollment

This laboratory course concentrates on nutrition, food choices, and food management skills that may be applied to individual life and/or careers related to hospitality and tourism, education and training, human services and health sciences. Instruction addresses dietary needs, safety and sanitation procedures, preparation skills applied in a laboratory setting, and career options.

7750 Interpersonal Studies

Duration: One Semester

Grade Level(s): 8

Service ID: 13024400

Notes: Upon successful completion of this course, students will be awarded one-half state high school elective credit toward graduation requirements; the high school level semester exam is required in this course; *this course will not count for high school grade points or class rank.*

Campus: Based upon enrollment

This course prepares the student for life in the real world. Students will examine how the relationships between individuals and family will affect quality of life. Topics include self-discovery, dating and marriage; career preparation, independent living, and how to deal with personal and family crisis. Careers related to counseling and mental health services will be explored.

VISUAL AND PERFORMING ARTS

All students must be enrolled in at least one Fine Arts course in grades 6, 7, or 8.

BAND

The intermediate school band program offers a comprehensive instrumental music education that provides outlets for creativity for students who wish to learn to play musical instruments. Elements of music history, performance, reading and writing music, and evaluation are included. Varying levels of instruction are offered. Band classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

11960 Band: Beginner

Duration: One Year

Grade Level(s): 6-8

Service ID: 03154130

Notes: Most instruments must be purchased or rented; uniform dress may be required.

No previous instrumental or musical experience is necessary. This is an introductory year with emphasis placed on music understanding and learning the fundamentals of the specific instrument selected for each student. Classes are divided into like instrument classes and are taught during the school day. In schools with smaller student populations, like instrument families may be grouped. Students culminate their musical studies through concert performance. The students are prepared for participation in the 7th/8th grade bands in the following years.

11977/11978 Band: Intermediate Performing

Duration: One Year

Grade Level(s): 7-8

Service ID: 03154230/03154330

Eligibility: Band: Beginner and/or Audition

Notes: Most instruments must be purchased or rented; uniform dress may be required.

Experienced music students are divided into performing ensembles by auditions. Musical understanding is expanded through a performance-based curriculum. The bands perform many different styles of music at various school functions. The performing band years also provide opportunities for individual and group performance through activities such as the annual Solo and Ensemble Contest, UIL Concert and Sight Reading Contest, and Region Band auditions.

11979 Band: Advanced Performing

Duration: One Year

Grade Level(s): 7-8

Service ID: 03154330

Eligibility: Band: Beginner and/or Audition

Notes: Most instruments must be purchased or rented; uniform dress may be required.

Experienced music students are divided into performing ensembles by auditions. Advanced musical understanding is expanded through a performance-based curriculum. The bands perform many different styles of music at advanced levels of difficulty. The performing band years also provide opportunities for individual and group performance through activities such as the annual Solo and Ensemble Contest, UIL Concert and Sight Reading Contest, and Region Band auditions.

CHOIR

The intermediate school choir program offers a comprehensive vocal music education that provides creative outlets for students who wish to learn to sing and move rhythmically. Elements of music history, performance, reading and writing music, and evaluation will be included. Varying levels of instruction are offered. Choir classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

11982/11984 Choir: Beginner

(11982 Treble; 11984 Tenor/Bass)

Grade Level(s): 6-8

Duration: One Year

Service ID: 03154131

Notes: \$20 class fee

No previous musical experience is necessary. This introductory course emphasizes the basic knowledge of musical terms, theory, sight-reading, and vocal production. Elements of music history, performance, reading and writing music, and evaluation will be included. Choir provides students with an opportunity to explore and perform a variety of forms of vocal music and to perform in concerts. Occasional rehearsals and performances may be required before and after school, evenings or weekends.

11983/11985/11986 Choir: Intermediate Performing

(11983 Int. Performing 2; 11985 Int. Tenor/Bass; 11986 Int. Treble)

Grade Level(s): 7-8

Duration: One Year

Service ID: 03154231

Eligibility: Audition

Notes: \$20 class fee.

Choir in the seventh and eighth grades expands upon the basic knowledge of musical terms, sight-reading, and theory. Elements of music history, performance, reading and writing music, and evaluation will be included. The students are provided with an opportunity to participate in several musical activities including All-Region Choir Auditions, Solo and Ensemble Contest, and UIL Concert and Sight-Reading Contest in addition to the regularly scheduled concerts and performances. Occasional rehearsals and performances may be required before and after school, evenings or weekends.

11987/11988/11989 Choir: Advanced Performing

(11987 Adv. Tenor/Bass; 11988 Adv. Performing; 11989 Adv. Treble)

Grade Level(s): 7-8

Duration: One Year

Service ID: 03154231/03154331/03154331

Eligibility: Choir: Intermediate and/or Audition

Notes: \$20 class fee.

The advanced choir provides opportunities for the students to sing a wider variety of choral literature, including a higher level of musical and harmonic complexity. Advanced ear training experiences are included to stimulate higher-level thinking skills. The students have many performance opportunities including All Region Choir Auditions, Solo and Ensemble Contest, and UIL Concert and Sight-Reading Contest. Several rehearsals and performances are required before and after school, evenings or weekends.

ORCHESTRA

Orchestra provides many fun and unique opportunities for students who wish to play a stringed instrument. Classes are designed to suit student needs from beginning through advanced levels. Classes meet during school hours. Elements of music history, performance, reading and writing music, and evaluation will be included. Orchestra performances include a wide variety of music on and off campus. Occasional rehearsals and performances may be required before and after school or evenings.

11998 Orchestra: Beginner Strings

Duration: One Year

Grade Level(s): 6-8

Service ID: 03154132

Notes: Most instruments must be purchased or rented.

No previous instrumental or musical experience is necessary. In this introductory orchestra course, students will be introduced to and develop skills on stringed instruments such as the violin, viola, cello, and bass. Skills developed in this course will prepare students for intermediate/advanced orchestra.

11994 Orchestra: Intermediate Performing

Duration: One Year

Grade Level(s): 6-8

Service ID: 03154232

Eligibility: Orchestra: Beginner Strings or at least one year's experience playing a stringed instrument with audition required.

Notes: Most instruments must be purchased or rented; uniform dress may be required.

This course is designed for intermediate level players based upon auditions. Students in this orchestra are encouraged to enter Solo and Ensemble, All-Region Orchestra, and UIL competitions. The orchestra will have opportunities to perform a variety of musical styles at school functions on and off campuses. Occasional rehearsals, competitions and performances may be required before and after school, evenings or weekends.

11996 Orchestra: Advanced Performing

Duration: One Year

Grade Level(s): 6-8

Service ID: 03154332

Eligibility: Orchestra: Beginner Strings or at least one year's experience playing a stringed instrument with audition required.

Notes: Most instruments must be purchased or rented; uniform dress may be required.

This course is designed for advanced-level players based upon auditions. Students in this orchestra are encouraged to enter Solo and Ensemble, All-Region Orchestra, and UIL competitions. Skills developed in this course will prepare students for high school orchestra. The orchestra will have opportunities to perform a variety of musical styles at school functions on and off campus. Rehearsals, competitions, and performances will be required before and after school, evenings, or weekends.

THEATRE

The intermediate school theatre programs offer a comprehensive theatrical education that provides creative outlets for students who wish to learn to act, direct, build sets, and develop confidence in creative and public speaking. Elements of theatre history, performance, reading and writing scripts, and evaluation will be included. Varying levels of instruction are offered. Theatre classes meet during regular school hours. Rehearsals, competitions, and performances may be required before and after school, evenings, or weekends.

11904 Theatre Arts: Introduction to Theatre

Duration: One Year

Grade Level(s): 6-8

Service ID: 03154140

Introduction to Theatre is a course designed for students who have never had any experience in theatre. This course provides a basic knowledge and appreciation of drama while giving students opportunities to perform in a classroom setting. The development of characterization, body awareness, spatial perception, and the analysis of the role of the theatre will be emphasized. This course provides students with self-esteem-building opportunities through performance.

11902(Yr)/11905/(Sm) Theatre Arts: Intermediate Theatre

Duration: One Semester or One Year

Grade Level(s): 7-8

Service ID: 03154240

Eligibility: 6th Grade Theatre Arts preferred

Notes: Students may be required to attend before or after school rehearsals, evening performances, and Saturday events.

This course provides a basic and intermediate knowledge of drama while giving students opportunities to perform in a variety of acting events. It also gives students self-esteem building opportunities through performance and preparation for participation in Theatre Arts Production.

11906 Theatre Arts: Production

Duration: One Year

Grade Level(s): 8

Service ID: 03154340

Eligibility: Theatre Arts 7th grade and/or Audition

Notes: Students may be required to attend before or after school rehearsals, evening performances, and Saturday events.

This course is an advanced class in dramatic elements. All aspects of theatre arts are taught including: portraying characters, movement, dialogue, analysis of scripts and theatre history, and comparison of career and vocational opportunities in theatre. Students are provided many opportunities to perform throughout the year to prepare them for Theatre Arts in high school. The performing theatre classes also provide opportunities for individual and group performance through activities such as UIL One-Act Play Festival, and drama festivals.

11907 Musical Theatre

Duration: One Year

Grade Level(s): 7-8

Service ID: 03154340

Eligibility: Introduction to Theatre, Intermediate Theatre, or Audition.

Notes: Students may be required to attend before or after school rehearsals, evening performances, and Saturday events.

Campus: Based upon availability and enrollment

Students will explore musical theatre history and develop concepts relating to self-expression, character, and team building through musical theatre. Students will use the voice and body to expressively create dramatizations in musical theatre in a minimum of one full musical production per year.

VISUAL ART

The intermediate school art program offers a comprehensive art education that provides students enriched opportunities for creative expression. These courses are designed for students who wish to learn to draw, paint, design, sculpt, study the great masters of art, and develop confidence in their creative expression. Elements of art history, production, aesthetics, and criticism will be included. Varying levels of instruction are offered.

11900 Art: Introduction Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 03154110

Notes: \$20 class fee

Art: Introduction Grade 6 is a comprehensive course that provides students with introductory experiences by expressing themselves inventively and imaginatively through a variety of art, media, techniques and vocabulary. Emphasis is placed on art production incorporating the study of artists, artistic styles, and the elements and principles of design. The art studio is a creative, fun environment, rich with experiences to personally develop every student.

11909 Art: Two-Dimensional

Duration: One Semester

Grade Level(s): 7-8

Service ID: 03154210

Eligibility: Art (Introduction Grade 6) preferred; this course may be taken more than once for Fine Arts credit.

Notes: \$10 class fee

Art: Two-Dimensional is a semester course with concentration on the development of creative and personal expression in 2-dimensional artwork such as: drawings, paintings, prints, mixed media, collage, and graphic design. The art studio is a creative, fun environment, rich with experiences to personally develop every student. An emphasis is placed on art production, history, analysis, and aesthetics.

11910 Art: Three-Dimensional

Duration: One Semester

Grade Level(s): 7-8

Service ID: 03154210

Eligibility: Art: Two-Dimensional; this course may be taken more than once for Fine Arts credit.

Notes: \$10 class fee

Art: Three-Dimensional Art is a semester course with concentration on the development of creativity, global and cultural awareness, and personal expression in 3-dimensional artwork such as sculptures, ceramics, fibers, and assemblage. The art studio is a creative, fun environment, rich with experiences to personally develop every student. Emphasis is placed on art production, history, analysis, and aesthetics.

11911 Art: Advanced

Duration: One Year

Grade Level(s): 7-8

Service ID: 03154310

Eligibility: Demonstrate high artistic performance through successful completion of Art Two Dimensional/Art Three Dimensional or through portfolio submission.

Notes: \$25 class fee

Advanced Art curriculum provides the student with extended experiences through a variety of media, techniques, and vocabulary. The class assignments will challenge the imagination, foster reflective thinking, and help students develop disciplined effort and progressive problem-solving skills. An emphasis is placed on art production, history, analysis, and aesthetics. Advanced art students will be required to maintain personal sketchbooks.

11912 Art: Studio PreAP/GT Grade 8

Duration: One Year

Grade Level(s): 8

Service ID: 03154310

Eligibility: See page 5; demonstrate high artistic performance through successful completion of Art Two Dimensional/Art Three Dimensional or Advanced Art and portfolio submission.

Notes: \$25 class fee

Pre-AP Studio Art curriculum is designed to help highly motivated students develop their creativity and artistic voice through a variety of art media. The class assignments will challenge the imagination, foster reflective thinking, and help students develop disciplined effort and progressive problem-solving skills. Pre-AP art students will be required to complete weekly sketchbook assignments, create a portfolio of finished artwork, and submit a digital portfolio in May for evaluation. PreAP/GT Art is designed to prepare student for future success in the High School Advanced Placement studio courses.

11913 Introduction to Electronic Media Design

Duration: One Semester

Grade Level(s): 7-8

Service ID: 85000IEM

Eligibility: 6th grade Introduction Art or Two-Dimensional Art.

Notes: \$10 class fee

Campus: Based upon availability and enrollment

This course extends the students artistic understanding and expression through the use of the digital medium. Emphasis will be placed on the development of the elements and principles of design through digital expression and illustration. Students will create electronic works of art such as paintings, drawings, photography and mixed media using the scanner, digital camera and selected software packages.

WORLD LANGUAGES AND CULTURES

5201 Spanish I

Duration: One Year

Grade Level(s): 7-8

Service ID: 03440100

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 state high school foreign language credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This high school level course introduces students to the basic sounds and structure of the Spanish language. Equal emphasis is given to the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language, and the culture of the world's Spanish-speaking people is highlighted. The curriculum, resources, materials and assessments used in this course will be the same as those used in high school Spanish I classes.

5201Q Spanish I PreAP/GT

Duration: One Year

Grade Level(s): 7-8

Service ID: 03440100

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 state high school foreign language credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This course is an introductory course to the basic sounds and structure of Spanish language. It is designed for students who have chosen to examine Spanish in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP Spanish exam.

5272/5273 Spanish for Spanish Speakers I & II Advanced Academic

Duration: One Year

Grade Level(s): 8

Service ID: 03440110/03440220

Eligibility: Demonstrate proficiency at the Novice High Level on a district-approved oral proficiency interview.

Notes: Upon successful completion of each semester of this course, students will be awarded 1.0 state high school foreign language credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This course offers an advanced study of both Spanish I and Spanish II in one year. It is designed for students who already have excellent speaking and listening skills in Spanish and who already possess a vast knowledge of the language's syntax and vocabulary.

5211 Spanish II

Duration: One Year

Grade Level: 8

Service ID: 03440200

Eligibility: Spanish I

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This high school level course is a continuation of Spanish I, including further work in the four skills of listening, speaking, reading, and writing. Increasing vocabulary and focusing on more complex grammatical structures are emphasized. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school Spanish II classes.

5211Q Spanish II PreAP/GT

Duration: One Year

Grade Level(s): 8

Service ID: 03440200

Eligibility: See page 5; Spanish I.

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

Spanish II PreAP/GT is a continuation of the study of the Spanish language at the novice level. It is designed for students who have chosen to examine Spanish in greater depth and at a faster pace during their high school careers. In this course, students learn more complex vocabulary and grammatical structures in order to expand their communication skills. One of the objectives of Spanish II PreAP/GT is to provide students the competencies necessary for success on the AP Spanish Language Exam.

5001 French I

Duration: One Year

Grade Level(s): 7-8

Service ID: 03410100

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This high school level course introduces students to the basic sounds and structure of the French language. Equal emphasis is placed on the four skills (listening, speaking, reading, and writing) needed to develop proficiency in a modern language. The culture of the world's French-speaking people is also highlighted. The curriculum, resources, materials, and assessments used in this course will be the same as those used in high school French I classes.

5001Q French I PreAP/GT

Duration: One Year

Grade Level(s): 7-8

Service ID: 03410100

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This course is an introductory course to the basic sounds and structure of French language. It is designed for students who have chosen to examine French in greater depth and at a faster pace during their high school careers. This course is designed to lay the foundation for students planning to take the AP French exam.

5011 French II

Duration: One Year

Grade Level(s): 8

Service ID: 03410200

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This course is a continuation of French I, including further work on the four skills (listening, speaking, reading, and writing). Vocabulary development and increasingly complex grammatical structures are emphasized.

5011Q French II PreAP/GT

Duration: One Year

Grade Level(s): 8

Service ID: 03410200

Eligibility: See page 5

Notes: Upon successful completion of each semester of this course, students will be awarded 0.5 high school foreign language state credit toward graduation; this course is taught at high school level and *will not count for high school grade points or class rank*.

Campus: Based upon enrollment

This course is a continuation of French I (PreAP/GT). Greater emphasis is placed on listening, including further work on the four skills listening, speaking, reading, and writing skills. Students are expected to read major literary works or portions of major literary works by selected French authors.

WAVE GT MAGNET

League City Intermediate and Westbrook Intermediate

WAVE ELECTIVES

11462 WAVE Basics: Grade 6

Duration: One Year

Grade Level(s): 6

Service ID: 85000WAV

Eligibility: WAVE Enrollment

Campus: WAVE GT Magnet

In conjunction with 6th grade health/fitness, the purpose of the WAVE Basics course is to develop the GT student cognitively, physically, socially, and emotionally, with the goal of nurturing a well-rounded, gifted individual. First semester topics include organizational skills, creativity, problem solving, communications, and introspection using technology driven instruction and advanced product development. During the second semester students apply what they have learned about themselves to a continued development of themselves as a team and community member. Independent research skills, product development and presentation skills are developed in the second semester of this course.

11491/11492/11493/11494 WAVE Mini-Course

Duration: One Year

Grade Level(s): 6-8
(multi-age grouping)

Service ID: 85000WAV

Eligibility: WAVE Enrollment

Notes: \$35 class fee

Campus: WAVE GT Magnet

The WAVE mini-course meets in an extended block of time. Students have the opportunity to select inter-disciplinary mini courses, develop independent study projects, or participate in real-world endeavors and product development. When appropriate, classes leave campus for on-site experiences. Topics of study vary according to availability of opportunities and instructors.

NAVIANCE FAMILY CONNECTION

Naviance Family Connection is a web-based service designed especially for students and parents. Naviance Family Connection is a comprehensive website that you can use to help in making decisions about colleges, scholarships and careers. Naviance Family Connection is linked with Counselor's Office, a service that is used to track and analyze data about college and career plans. It provides up-to-date information that is specific to your school.

Naviance Family Connection will allow students and parents to (* indicates for high school students only):

Get involved in the planning and advising process – *Order transcripts; build a résumé, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers;

***Take a Learning Style Inventory** – The innovative Learning Style Inventory gives important insights about how students learn in order to help each student achieve maximum potential. The tool assesses the following dimensions that affect a student's learning: Immediate environment, Emotionality, Sociological needs, and Physical needs;

Research careers – Naviance Family Connection offers the "Career Key" and the "Career Interest Profiler" as an online career interest assessment for students based on Holland's interest codes. The "Do What You Are" feature begins with a personality inventory and concludes with a report describing the student's personality type, potential careers, and related majors. The results link students directly to detailed career profiles, which include educational requirements, salary data, and in some cases even multimedia presentations. Students may also link directly to the college database to find colleges that offer an educational path to each career. The "Career Cluster Finder" will help students learn what career clusters may be a good match based on activities that interest them, personal qualities that they have and subjects that they enjoy studying in school. Students may watch and discover over 3,500 video archives through "Road Trip Nation" of various leaders across the country who have built their lives around their interests;

Strengths Explorer – powered by Gallup, will help uncover student's talents and reveal potential strengths;

Multiple Intelligence Advantage - The *MI Advantage assessment uses Multiple Intelligences theory to reveal students' intelligence strengths and challenges, and then provides suggestions on way to develop all their intelligences;

Build a 4-Year Plan – Develop an online 4-year plan that supports student achievement through a systematic approach to course planning;

Research colleges – *Compare GPA, *standardized test scores, and other statistics to actual historical data from your school for students who have applied and been admitted in the past;

***Sign up for college visits** – Find out which colleges are visiting our school and sign up to attend those sessions;

***Apply for Scholarships** – Check the most up-to-date list of scholarships that are on the local, state and national level; and

***Study for SAT/ACT using Method Test Prep** – An online course that will help you build your math, reading, writing, and SAT/ACT test prep skills. Through your school's Naviance Family Connection site, you will be able to complete the course and track all of the work you complete. Method Test Prep uses proven strategies that are clear and easy to understand for any type of learner and students have seen measurable progress using the course.

Naviance Family Connection also allows information to be shared with you about meetings and events, local scholarship opportunities, and other web resources for college and career information. You can also use the site to send your counselor an e-mail message. CCISD counselors will provide parents and students with a personal access code and instructions for accessing Naviance Family Connection. In order to logon, you must go through your campus home page:

Bayside Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=bayside>

Brookside Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=brooksideis>

Clear Creek Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=ccis>

Clear Lake Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=clearlakeis>

Creekside Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=creeksideis>

League City Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=leaguecityis>

Seabrook Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=seabrookis>

Space Center Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=spacecenteris>

Victory Lakes Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=victorylakesis>

Westbrook Intermediate – <https://connection.naviance.com/family-connection/auth/login/?hsid=westbrookis>

Naviance Family Connection is a resourceful tool. If you have further questions about Naviance Family Connection, please contact your guidance counselor.

CCISD NAVIANCE TASKS BY GRADE LEVEL

Task	6	7	8	9	10	11	12
Goal Setting - Academic	✓	✓	✓	✓	✓	✓	✓
Goal Setting - Career	✓	✓	✓	✓	✓	✓	✓
Goal Setting - College/Post-Secondary	✓	✓	✓	✓	✓	✓	✓
Goal Setting - Personal/Social	✓	✓	✓	✓	✓	✓	✓
Complete "Career Key"		✓					
Add Careers to "My List of Careers"		✓	✓	✓	✓	✓	✓
Complete the "Career Cluster Finder Survey"			✓				
Complete Strengths Explorer			✓				
Complete Endorsement & DLA Survey			✓	✓			
Add career clusters to my list			✓	✓	✓	✓	
Complete a Four Year Plan			✓	✓	✓	✓	
Complete SuperMatch; college search			✓	✓	✓	✓	✓
Complete Game Plan survey			✓	✓	✓	✓	✓
Add Colleges to "My List of Colleges"			✓	✓	✓	✓	✓
Attend CCISD's College & Career Fair			✓	✓	✓	✓	✓
Complete "Career Interest Profiler"				✓			
Complete Learning Style Inventory; 2.0				✓			
Search for Enrichment Programs				✓	✓	✓	✓
Take AP Exams				✓	✓	✓	✓
Build Academic Resume				✓	✓	✓	✓
Complete Do What You Are® 2.0					✓		
Take PSAT					✓	✓	
Attend College Visits					✓	✓	✓
Attend CCISD's Financial Aid Night					✓	✓	✓
Complete MI Advantage™ 2.0						✓	
Junior Conference with Counselor						✓	
Take ACT						✓	✓
Take SAT						✓	✓
Take SAT Subject Test(s)						✓	✓
Apply to College(s)							✓
Search for Scholarships							✓
Apply for Scholarships							✓
Senior Conference with Counselor							✓
Write College Essay(s)							✓
Complete the "CCISD Graduation Survey"							✓

**The following pages are included to help
students and parents
plan a smooth transition from
intermediate school to high school.**

PLANNING YOUR HIGH SCHOOL PROGRAM

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. The courses you select will be guided largely by your plans for the future. Will you continue your education in college or in a trade or technical school? Do you want to learn a career skill in order to enter the full-time work force immediately after school? Are you interested in a technical field? Are you thinking of entering a profession that requires many years of specialized education? The answers to these questions are extremely important for making decisions about your course selections for all four years in high school. Your interests and abilities should also guide these answers.

Some students are sure of their future plans; others are still deciding. It is also common for young people to change their minds about which career to choose. **For this reason, it is important for you to plan as challenging a program as you can. If your career plans should change, then it will not be as difficult to move into another program.** While it may sometimes seem tempting to schedule a less demanding combination of courses, choosing courses that meet your needs or interests is the best way to prepare for your future.

CCISD offers you many ways to prepare for a productive adult life—to make certain that you can control your future. The district's high schools provide a wide range of programs that prepare students for post-high school experiences: college, business school, technical school, military service, fine arts participation, full-time employment, and other areas. **The programs offered allow a student to choose the high school program best for him/her, whether that program is the traditional college preparatory, tech-prep, or career preparatory program. Outlined on the following pages are the graduation requirements for each of the state's graduation programs.**

Immediately following the presentation of possible graduation plans is an **important section** of this Educational Planning Guide: **Preparing College and Career-Ready Graduates.** This section of the guide explains future career options in terms of your interest areas and suggests courses and activities that will help you arrive at your goal in life.

Descriptions of all courses are offered along with accompanying information about prerequisites and grade level placement. In addition, practical suggestions for planning your high school course of studies, considerations for career planning, a checklist for a college planning timeline, and information about other post-high school options are provided. We strongly urge you to give the attention to planning for high school that its importance deserves. **By planning wisely, you can create the future that is most appropriate for you.**

DIPLOMAS

All students who graduate from Clear Creek ISD schools will receive the same diploma. The date of the diploma shall reflect the academic year in which all graduation requirements are satisfied.

A report card and letter of attendance will be given to foreign exchange students to validate enrollment at a Clear Creek ISD high school for one or two semesters.

Seniors who do not complete the last semester's work in the District's senior high schools, but who wish to receive a diploma from the District, shall have prior approval from the Superintendent or designee. See Policy FMH (Local).

PREPARING A FOUR-YEAR PROGRAM

HOW TO CHOOSE YOUR PROGRAM

This section serves as a planning guide as you make decisions about your four-year high school program. You are urged to consider each decision carefully. In selecting a program of studies, you will want to consider all the possibilities—realizing, however, that this is one of the most important decisions you will make during the next several years. There are certain steps to follow that can help you make your choices.

- ✓ Find out all you can about the programs of studies offered.
- ✓ Compare the programs. Think about yourself and how each program might help you.
- ✓ Consider the advantages and disadvantages of each program. Weigh these carefully.
- ✓ Choose the program of studies which seems to have the most advantages for you. To follow these steps, you will need to know about high school programs of studies, about yourself, and about careers.

KNOW ABOUT HIGH SCHOOL PROGRAMS

Your counselor and teachers will be helpful in advising you more specifically about the high school programs of studies offered. Find out the following:

- ✓ The graduation plan you wish to pursue (see graduation requirements, outlined in the next several pages).
- ✓ The number of units of credit in specific subject areas needed for graduation under each plan.
- ✓ The courses that are required to begin certain high school sequences of courses.
- ✓ The elective courses you may take.
- ✓ The kinds of education or work for which the program can prepare you. As you think about this issue, look at the section on Preparing College and Career-Ready Graduates.

PLAN YOUR PROGRAM OF STUDY AND DEVELOP YOUR PERSONAL GRADUATION PLAN

Texas Education Code §28.02121 requires each student to develop and connect to a personal graduation plan that leads to an endorsement. This process requires a district to consider the importance in using programs of study and the personal graduation plan, collaboratively, to satisfy current and prior legislation. The program of study is an advisement tool for students, parents and counselors. It is a map for college and career readiness aligned to an occupational objective. A program of study is considered the intensive education plan, as required. The personal graduation plan is an opportunity for students, parents, and counselors to work collaboratively in order to help each student meet their individual goals. In addition, the student's completion of graduation requirements is tracked by a working document called the credit evaluation. It is a tool that is used to document grades, assessments, acceleration, and other requirements in law.

The use of the program of study and personal graduation plan is necessary to ensure desired outcomes for college and career readiness. Below is a step-by-step process in which students will need to take in order to develop and progress through their personal graduation plan:

- **Create, Review and/or Update** the following goals in Naviance at least once per year (Grades 6-12):
 - Academic
 - Career
 - College/Post-Secondary
 - Personal/Social
- **Take** aptitude tests, career assessments, and personal inventories (Naviance: 7th Grade: *Career Key* – Career Assessment; 8th Grade: *Career Cluster Finder Survey* – career survey; *StrengthsExplorer®* – discover and develop strengths; 9th Grade: *Career Interest Profiler* – career assessment based on Holland's interest codes; 10th Grade: *Do What You Are* – personality profiler; 11th Grade: *Multiple Intelligence Advantage* – measures intelligence strengths)
 - **Make** a job-skill inventory.
 - **Match** job skills required with your abilities and interests.
- **Explore** new career opportunities.
 - **Research** wage and occupation information, required levels of education and training requirements in Naviance.
 - **Research** which jobs are among the fastest and most in-demand in Texas at www.texascaresonline.com/hotshots/hotshotslists.asp.
 - **View videos** about various careers using Road Trip Nation in Naviance.
 - **Find** training and certifications for specific occupations or skills through community colleges or career schools and colleges at www.texasworkforce.org/svcs/propschools/career-schools-colleges.html.
- **Discover** your interests and abilities; use labor market resources at www.texasrealitycheck.com/ and at www.texasworkforce.org/customers/jsemp/career-exploration-trends.html.
- **Locate** sources of job information in areas of interest.
- **Select** several career areas (Grades 9-12: Add careers to your list of careers in Naviance).
- **Identify** college majors which will prepare you for your careers in your list.
- **Research** various colleges that offer the majors in your area of interest.
 - Customize a list of colleges by utilizing *SuperMatch™* in Naviance.
 - Explore the College Compare feature in Naviance.
 - Add colleges to your list of colleges I'm thinking about in Naviance.
- **Plan** your school program to prepare you for your chosen career by selecting an Endorsement and the graduation requirements to fulfill your program.
- **Check** the Career and Technical Education program offerings in CCISD.
- **Align** your course registration with your personal graduation plan.
- **Update** your four-year plan in Naviance.
- **Complete** the *Endorsement and Distinguished Level of Achievement* survey in Naviance.
- **Complete** the *Game Plan* survey in Naviance for planning to achieve post-secondary goals.

If you are considering going straight into the workforce or into a technical training program following graduation, you still need to plan, as well as complete your high school education and earn a high school diploma.

KNOW ABOUT CAREERS

You probably will not be ready for several years to choose a specific career. In planning your high school program, however, you will need to consider courses that seem interesting to you. You will need to know about the education required for careers that are of interest to you. Clear Creek ISD is committed to providing all students with the foundation to be successful in any career choice. With the rapid changes in information and technology, many of the careers our students will be employed in have not yet even been developed. Select your courses wisely to help prepare yourself for the challenges of 21st century jobs.

All high schools in Clear Creek ISD offer some career programs that are a combination of classroom courses and work experience. If you plan to participate in one of the work-based learning career programs, the following steps will help you to present yourself to prospective employers in a professional way. These steps can also be helpful if you simply plan to work part-time during high school.

Career Planning

Entering high school will be an important step for you. You will be meeting new students, teachers, principals, and other faculty members. Most likely, you also will have to learn about the rules of a new school and find your way around a larger school building. You will take new courses and start new activities. You will find that you will be expected to take more responsibility for your own decisions, schoolwork, and actions.

An important part of your responsibilities in high school will be to choose and take courses to prepare yourself for the future. Remember, your high school program and your success in it will affect what you may do after you graduate.

Think About Your Future

Perhaps you have already begun to think about what to do after high school. You may be considering going to college. You may be wondering about attending another type of school, such as a technical school. You may be thinking of preparing for a job or for military service. Perhaps you may not be sure what you want to do.

Many Careers Require Education after High School

You do not have to make a final decision now about your plans after high school. You are still growing and changing. You may need time to explore many possibilities before deciding what you will do. You will, however, have to choose a high school program of studies. In choosing your program, it is important to remember that many careers require a college education or further vocational/technical training after high school.

Who Can Help You Choose Your Program of Studies?

Your parents may be your best advisers in choosing a high school program of studies. They understand your personality and abilities. They know your interests, likes, dislikes, and strengths. They also can tell you about things they have learned from their own education and work, which can help you in making decisions. After you and your parents have read this booklet, talk with them. Discuss with your parents your thoughts and concerns about high school and your future.

Your school counselor and career specialist can assist you to better understand your goals, high school programs, and careers. Be sure to meet with your counselor for help in deciding which direction to take in high school. Students are encouraged to utilize the career/college center in their school. Be sure to check the internet for valuable sources.

You can get ideas from your teachers about high school programs that might be best for you. They know the work you have done in their subjects and will be able to make suggestions about your program of studies. Talk with your principal, too. The advice of your teachers and principal can be very useful to you in making your choices.

Other people, who know you well, such as your relatives and friends, can also help you. Consider getting their ideas.

There may be some careers that seem interesting to you. If there are, talk with people in those careers to get information for planning your program of studies. They can tell you about their work and the kind of education needed for it. You may want to use this information in choosing the program and courses you will take.

2018 – 19 FOUNDATION HIGH SCHOOL PROGRAM (FHSP)
GRADUATION REQUIREMENTS – TEXAS ADMINISTRATIVE CODE §74.11-§74.13
(SEE POLICY EIF EXHIBIT B)

In order to receive a diploma under the FHSP, students will be required to earn the appropriate credits*, score Approaches Grade Level or above on the STAAR EOC's**, and demonstrate proficiency in communications***. In addition to the FHSP, students will have the opportunity to earn Endorsements and Performance Acknowledgements (see page 64). The selection of an Endorsement is not a guarantee of coursework enrollment.

Students who wish to graduate on the Foundation High School Program without an Endorsement must obtain approval in accordance with Texas Administrative Code §74.11 (d). Alternate options that are available for students with disabilities or students serviced under 504 will be determined by the Admission, Review, and Dismissal/504 committee.

FHSP *22 Credits Students may opt for this only after completing the sophomore year **STAAR EOC's (see page 66)	FHSP + Endorsements *26 Credits **STAAR EOC's (see page 66)	FHSP + Endorsements *26 Credits Distinguished Level of Achievement (Includes Algebra II) **STAAR EOC's (see page 66)
4 credits English – English I, II, III, and one credit in any authorized English course; (***)Students will demonstrate proficiency in communications through curriculum in 4 credits in English/Language Arts). 3 credits Mathematics – Algebra I, Geometry, and one credit in any authorized math course 3 credits Science – Biology, IPC/Chemistry/Physics, and one credit in any authorized science course 3 credits Social Studies – World Geography or World History, US History, Government, (.5 credit) and Economics (.5 credit) 2 credits World Languages & Cultures 1 credit Physical Education 1 credit Fine Arts 5 credits Electives	4 credits English – English I, II, III, and one credit in any authorized English course; (***)Students will demonstrate proficiency in communications through curriculum in 4 credits in English/Language Arts). 4 credits Mathematics – Algebra I, Geometry, and two credits in any authorized math course 4 credits Science – Biology, IPC/Chemistry/Physics, and two credits in any authorized science course 3 credits Social Studies – World Geography or World History, US History, Government, (.5 credit) and Economics (.5 credit) 2 credits World Languages & Cultures 1 credit Physical Education 1 credit Fine Arts 7 credits Electives – may include Endorsement requirements	4 credits English – English I, II, III, and one credit in any authorized English course; (***)Students will demonstrate proficiency in communications through curriculum in 4 credits in English/Language Arts). 4 credits Mathematics – Algebra I, Geometry, Algebra II, and one credit in any authorized math course 4 credits Science – Biology, IPC/Chemistry/Physics, and two credits in any authorized science course 3 credits Social Studies – World Geography or World History, US History, Government, (.5 credit) and Economics (.5 credit) 2 credits World Languages & Cultures 1 credit Physical Education 1 credit Fine Arts 7 credits Electives – may include Endorsement requirements

ENDORSEMENT PATHWAYS - (TEXAS ADMINISTRATIVE CODE §74.13)

STEM	Business & Industry	Public Services	Arts & Humanities	Multi-Disciplinary Studies
<ul style="list-style-type: none"> Advanced Science Technology Engineering Advanced Mathematics 	<ul style="list-style-type: none"> Agriculture Architecture Audio/Video Technology Business Management Finance Hospitality Information Technology Marketing Transportation Debate Newspaper Yearbook 	<ul style="list-style-type: none"> Education/Training Health Science Human Services Law Enforcement Leadership Education & Training (JROTC) 	<ul style="list-style-type: none"> Social Studies World Languages & Cultures Fine Arts English 	<ul style="list-style-type: none"> Advanced courses that prepare students for the workforce or post-secondary education

Foundation High School Program (FHSP)

Distinguished Level of Achievement – 26 Credits

Algebra II Required, Eligible for Top 10% Automatic Admissions

1 Math and 1 Science

Endorsements

**Endorsement
Requirements**

Science,
Technology,
Engineering, &
Mathematics

Business &
Industry

Public Services

Arts &
Humanities

Multi-
Disciplinary
Studies

Foundation High School Program (22 Credits)

2018 – 19 FOUNDATION HIGH SCHOOL PROGRAM (FHSP) – (POLICY EIF LOCAL EXHIBIT B)

In order to receive a diploma under the FHSP, students will be required to earn the appropriate credits, score Approaches Grade Level or above on the STAAR EOC's, and demonstrate proficiency in communications (see page 53). In addition to the FHSP, students will have the opportunity to earn Endorsements and Performance Acknowledgements (see page 64). The selection of an Endorsement is not a guarantee of coursework enrollment. Students who wish to graduate on the Foundation High School Program without an Endorsement must obtain approval in accordance with Texas Administrative Code §74.11 (d). Alternate options that are available for students with disabilities or students serviced under 504 will be determined by the Admission, Review, and Dismissal/504 committee.

Clear Creek ISD strongly encourages all students to research college admission requirements for the college or university they wish to attend. Many competitive college or university admission requirements may be more stringent than the requirements of the Distinguished Level of Achievement (i.e. mathematics beyond Algebra II).

DISCIPLINE	FOUNDATION HIGH SCHOOL PROGRAM (FHSP) STAAR EOC's required	CREDITS	FHSP PLUS ENDORSEMENT OPTIONS STAAR EOC's required	CREDITS	FHSP PLUS ENDORSEMENT OPTIONS WITH DISTINGUISHED LEVEL OF ACHIEVEMENT Eligible for Top 10% Automatic College Admission STAAR EOC's required	CREDITS
English/ Language Arts	English I, II, III, and one full credit or a combination of two half credits selected from the following: English IV; IS English; Literary Genres; Creative Writing; Research/Technical Writing; Humanities; Oral Interpretation III; Debate III; IS Speech; IS Journalism; Advanced Journalism: Newspaper III; Advanced Journalism: Yearbook III; AP English Literature & Composition; or College Prep ELA. Additional SBOE approved courses not offered in CCISD: Communication Applications; Public Speaking III; Advanced Broadcast Journalism III; IB Language Studies A1 Higher Level; locally developed ELA course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the Texas Education Code (TEC), §28.002(g-1); and Business English.	4.0	Credits earned from the FHSP (unless specified as an Endorsement requirement).	4.0	Credits earned from the FHSP plus Endorsement Options.	4.0

<p>Mathematics</p>	<p>Algebra I, Geometry, and one full credit or a combination of two half credits selected from the following, <i>*subject to prerequisite requirements</i>: Mathematical Models with Applications; Digital Electronics; Accounting II; Algebraic Reasoning; Algebra II; AP Computer Science A; Locally Developed Mathematics: College Prep; *Statistics; *College Prep Mathematics; *Precalculus; *Advanced Quantitative Reasoning; *Independent Study: Calculus; *Independent Study: Mathematics; *AP Statistics; *AP Calculus AB; or *AP Calculus BC.</p> <p>Additional SBOE approved courses not offered in CCISD: Math Applications in Agriculture, Food, and Natural Resources; Robotics II; Robotics Programming & Design; Financial Mathematics; Applied Math for Technical Professionals; or Manufacturing Engineering Technology II; Discrete Math for Problem Solving; IB Math; Engineering Mathematics; Statistics & Business Decision Making; Math for Medical Professionals; Discrete Math for Computer Science; or a locally developed math course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate.</p>	<p>3.0</p> <p>Algebra I, Geometry, and two full credits or a combination of two half credits. If credits earned from the FHSP include a third Math only option (max 1 credit) selected from the following: Math Models with Applications; Digital Electronics; or Accounting II, then the additional one full credit or a combination of half credits must be selected from the following (unless specified as an Endorsement requirement) <i>*subject to prerequisite requirements</i>: AP Computer Science A; Algebraic Reasoning; Locally Developed Math: College Prep; Algebra II; Statistics; College Prep Math; Advanced Quantitative Reasoning; PreCalculus; Independent Study: Math; AP Statistics; *Independent Study: Calculus; or *AP Calculus AB or BC.</p> <p>Additional SBOE approved courses not offered in CCISD: If credits earned from the FHSP include a third Math only option (max 1 credit) selected from the following: Math Applications in Ag, Food, and Natural Resources; Robotics Programming & Design; Financial Math; Applied Math for Technical Professionals; Manufacturing Engineering Technology II; or Robotics II, then the additional one full credit or a combination of half credits must be selected from the following: Discrete Math for Problem Solving; IB Math; Engineering Math; Statistics & Business Decision Making; Math for Medical Professionals; Discrete Math for Computer Science; or a locally developed math course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate.</p>	<p>4.0</p> <p>Credits earned from the FHSP plus Endorsement options, including Algebra II, and one full credit or a combination of two half credits selected from the following (unless specified as an Endorsement requirement) <i>subject to prerequisite requirements</i>: AP Computer Science A; Algebraic Reasoning; Statistics; College Prep Mathematics; Precalculus; Advanced Quantitative Reasoning; *Independent Study: Calculus; Independent Study: Mathematics; AP Statistics; AP Calculus AB; or AP Calculus BC.</p> <p>Additional SBOE approved courses not offered in CCISD: Discrete Mathematics for Problem Solving; IB Mathematical Studies Standard Level; IB Mathematics Standard Level; IB Mathematics Higher Level; IB Further Mathematics Higher Level; Engineering Mathematics; Statistics & Risk Management; Discrete Mathematics for Computer Science; and a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate.</p>	<p>4.0</p>
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DISCIPLINE	FOUNDATION HIGH SCHOOL PROGRAM (FHSP) STAAR EOC's required	CREDITS	FHSP PLUS ENDORSEMENT OPTIONS STAAR EOC's required	CREDITS	FHSP PLUS ENDORSEMENT OPTIONS WITH DISTINGUISHED LEVEL OF ACHIEVEMENT Eligible for Top 10% Automatic College Admission STAAR EOC's required	CREDITS
Science	<p><i>*Subject to prerequisite requirements:</i> Biology or <i>*AP Biology</i>; One full credit selected from the following: IPC, Chemistry, <i>*AP Chemistry</i>, Physics or AP Physics 1; And one full credit selected or a combination of two half credits selected from the following: Chemistry, Physics, Aquatic Science, Astronomy, Earth & Space Science; Environmental Systems; AP Biology; AP Chemistry; AP Physics 1; AP Physics 2; AP Physics C; AP Environmental Science; Advanced Animal Science; Anatomy & Physiology; Pathophysiology; <i>*Food Science</i>; Forensic Science; Biotechnology I & II; Scientific Research & Design; Engineering Design & Development; Engineering Science; or Principles of Engineering.</p> <p>Additional SBOE approved courses not offered in CCISD: Principles of Technology (will satisfy the 2nd science credit, but may not be combined with Physics to satisfy science credit requirements); IB Science; Advanced Plant & Soil Science; Medical Microbiology; and a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate.</p>	3.0	<p>Credits earned from the FHSP and one full credit or a combination of two half credits selected from the following, <i>*subject to prerequisite requirements</i>: (unless specified as an Endorsement requirement): Chemistry; Physics; Aquatic Science; Astronomy; Earth & Space Science; Environmental Systems; AP Biology; AP Chemistry; AP Physics 1; AP Physics 2; AP Physics C; AP Environmental Science; Advanced Animal Science; Anatomy & Physiology; Pathophysiology; <i>*Food Science</i>; Forensic Science; Biotechnology I & II; Scientific Research & Design; Engineering Design & Development; Engineering Science; or Principles of Engineering.</p> <p>Additional SBOE approved courses not offered in CCISD: IB Biology; IB Chemistry; Principles of Technology (will satisfy the 2nd science credit, but may not be combined with Physics to satisfy science credit requirements); IB Physics; IB Environmental Systems; Advanced Plant & Soil Science; Medical Microbiology; and a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate.</p>	4.0	Credits earned from the FHSP plus Endorsement Options.	4.0

DISCIPLINE	FOUNDATION HIGH SCHOOL PROGRAM (FHSP) STAAR EOC's required	CREDITS	FHSP PLUS ENDORSEMENT OPTIONS STAAR EOC's required	CREDITS	FHSP PLUS ENDORSEMENT OPTIONS WITH DISTINGUISHED LEVEL OF ACHIEVEMENT Eligible for Top 10% Automatic College Admission STAAR EOC's required	CREDITS
Social Studies	U.S. History Studies, U.S. Government, Economics (Emphasis on the free enterprise system), and one full credit selected from the following: World History Studies or World Geography Studies.	3.0	Credits earned from the FHSP (unless specified as an Endorsement requirement).	3.0	Credits earned from the FHSP (unless specified as an Endorsement requirement).	3.0
World Languages & Cultures	Two levels in the same language selected from the following: American Sign Language; Chinese; French; German; Latin; or Spanish. Additional SBOE approved courses not offered in CCISD: All other World Languages & Cultures	2.0	Credits earned from the FHSP (unless specified as an Endorsement requirement).	2.0	Credits earned from the FHSP (unless specified as an Endorsement requirement).	2.0
Physical Education	Foundations of Personal Fitness; Aerobic Activities; Team or Individual Sports; Alternative PE Activities; Athletics; JROTC; Marching Band; Dance Team; or Cheerleading. Additional SBOE approved courses not offered in CCISD: Adventure/Outdoor Education	1.0	Credits earned from the FHSP.	1.0	Credits earned from the FHSP.	1.0
Fine Arts	Art; Dance; Music; Theatre; or Floral Design. Additional SBOE approved courses not offered in CCISD: Digital Art & Animation; 3-D Modeling & Animation; or community-based fine arts program.	1.0	Credits earned from the FHSP.	1.0	Credits earned from the FHSP.	1.0
Elective Courses		5.0	Credits earned from the FHSP and meeting required elective requirements for an option of a chosen Endorsement Pathway (see following pages).	7.0	Credits earned from the FHSP and meeting required elective requirements for an option of a chosen Endorsement Pathway (see following pages).	7.0
Total Credits		22.0		26.0		26.0

FHSP ENDORSEMENT PATHWAYS

STEM ENDORSEMENT PATHWAYS

Science, Technology, Engineering & Mathematics (STEM) Includes courses directly related to: Science; Technology; Engineering; and Advanced Mathematics.	CURRICULUM REQUIREMENTS
	<p>Below is a comprehensive listing of options made available by the State:</p> <p>Students must complete Algebra II, Chemistry, Physics, and one of the following options for the STEM Endorsement:</p> <p>(A) A coherent sequence of courses for four or more credits in career and technical education (CTE) that consists of at least two courses in the same career cluster, including at least one advanced CTE course. The final course in the sequence must be obtained from one of the following CTE career clusters:</p> <p style="padding-left: 40px;">(i) STEM; or</p> <p style="padding-left: 40px;">(ii) Stem-related Career Preparation I or II; or</p> <p>(B)* A coherent sequence of four credits in computer science; or</p> <p>(C) Three credits in mathematics by successfully completing Algebra II and two additional mathematics credits for which Algebra II is a prerequisite; or</p> <p>(D) Four credits in science by successfully completing chemistry, physics, and two additional science credits by selecting courses; or</p> <p>(E) A coherent sequence of three additional credits from no more than two of the categories or disciplines represented by subparagraphs (A), (B), (C), and (D) of this paragraph.</p>

*All **Bold Italicized** course titles may count as a FHSP requirement and as an Endorsement Pathway requirement.*

STEM Required Courses FHSP coursework, 4 th Math credit, 4 th Science credit, (including <i>Algebra 2, Chemistry, & Physics</i>), plus one of the following pathways below:			
CTE	Math	Science	STEM Combo
4 credits in the STEM Career Cluster, including at least one advanced STEM CTE credit	5 credits in Math, including Algebra 1, Geometry, Algebra 2, and two credits for which Algebra 2 is a prerequisite	5 credits in Science, including Biology, Chemistry, Physics, and two additional science credits	3 credits from no more than two of the STEM pathways (Technology Applications courses applicable)
1 st CTE credit	<i>Algebra 1</i>	<i>Biology</i>	1 st Combo credit
2 nd CTE credit	<i>Geometry</i>	<i>Chemistry</i>	2 nd Combo credit
3 rd CTE credit	<i>Algebra 2</i>	<i>Physics</i>	3 rd Combo credit
4 th CTE credit	<i>4th Math credit</i>	<i>4th Science credit</i>	
	5 th Math credit	5 th Science credit	

BUSINESS & INDUSTRY ENDORSEMENT PATHWAYS

CURRICULUM REQUIREMENTS

Below is a comprehensive listing of options made available by the State;
*however, not all options are available in CCISD.

Students must complete one of the following options for the Business & Industry Endorsement:

- (A) A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster, including at least one advanced CTE course. The final course in the sequence must be obtained from one of the CTE career clusters:
 - (i) Agriculture, Food, & Natural Resources; or
 - (ii) Architecture & Construction; or
 - (iii) Arts, Audio/Visual Technology, & Communications; or
 - (iv) Business Management & Administration; or
 - (v) Finance; or
 - (vi) Hospitality & Tourism; or
 - (vii) Information Technology; or
 - (viii) Manufacturing; or
 - (ix) Marketing; or
 - (x) Transportation, Distribution, & Logistics; or
 - (xi) Business & Industry-related Career Preparation I or II; or
- (B) Four English elective credits to include three levels in one of the following areas:
 - (i)* Public speaking; or
 - (ii) Debate; or
 - (iii)* Advanced broadcast journalism; or
 - (iv) Advanced journalism: newspaper; or
 - (v) Advanced journalism: yearbook; or
- (C)* Four technology applications credits by selecting from the following:
 - (i) Digital Design and Media Production; or
 - (ii) Digital Art and Animation; or
 - (iii) 3-D Modeling and Animation; or
 - (iv) Digital Communications in the 21st Century; or
 - (v) Digital Video and Audio Design; or
 - (vi) Web Communications; or
 - (vii) Web Design; or
 - (viii) Web Game Development; or
 - (ix) Independent Study in Evolving/Emerging Technologies; or
- (D) A coherent sequence of four credits from subparagraph (A), (B), or (C) of this paragraph.

Business & Industry

Includes courses directly related to:
Database Management; Information Technology; Communications; Accounting; Finance; Marketing; Graphic Design; Architecture; Construction; Welding; Logistics; Automotive Technology; Agricultural Science; HVAC; Culinary Arts; and Hospitality.

*All **Bold Italicized** course titles may count as a FHSP requirement and as an Endorsement Pathway requirement.*

Business & Industry Required Courses

FHSP coursework, 4th Math credit, 4th Science credit, *plus one of the following pathways below:*

CTE	English: Newspaper	English: Debate	English: Yearbook	Business & Industry Combo
4 credits in the B&I Career Clusters, including at least one advanced B&I CTE Credit	4 credits in English electives to include 3 levels of Newspaper	4 credits in English electives to include 3 levels of Debate	4 credits in English electives to include 3 levels of Yearbook	4 credits from all B&I courses
1 st CTE credit	<i>4th English option</i> or English Elective	<i>4th English option</i> or English Elective	<i>4th English option</i> or English Elective	1 st Combo credit
2 nd CTE credit	Newspaper 1	Debate 1	Yearbook 1	2 nd Combo credit
3 rd CTE credit	Newspaper 2	Debate 2	Yearbook 2	3 rd Combo credit
4 th CTE credit	Newspaper 3	Debate 3	Yearbook 3	4 th Combo credit

PUBLIC SERVICES ENDORSEMENT PATHWAYS

	CURRICULUM REQUIREMENTS Below is a comprehensive listing of options made available by the State; *however, not all options are available in CCISD.
Public Services Includes courses directly related to: Health sciences and occupations; Education and Training; and Law Enforcement.	Students must complete one of the following options for the Public Services Endorsement: (A) A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster, including at least one advanced CTE course. The final course in the sequence must be obtained from one of the CTE career clusters: (i) Education and Training; or (ii)* Government and Public Administration; or (iii) Health Science; or (iv) Human Services; or (v)* Law, Public Safety, Corrections, and Security; or (vi) Public Services-related Career Preparation I or II; or (B) Four credits in Leadership Education & Training (Junior Reserve Officer Training Corps – JROTC).

*All **Bold Italicized** course titles may count as a FHSP requirement and as an Endorsement Pathway requirement.*

Public Services Required Courses FHSP coursework, 4 th Math credit, 4 th Science credit, <i>plus one of the following pathways below:</i>	
CTE 4 credits in the Public Services Career Cluster, including at least one advanced Public Services CTE credit	Leadership Education & Training (LET) – JROTC
1 st CTE credit	<i>LET JROTC 1 – PE</i> or LET JROTC 1
2 nd CTE credit	LET JROTC 2
3 rd CTE credit	LET JROTC 3
4 th CTE credit	LET JROTC 4

ARTS & HUMANITIES ENDORSEMENT PATHWAYS

	CURRICULUM REQUIREMENTS
	<p>Below is a comprehensive listing of options made available by the State; *however, not all options are available in CCISD.</p> <p>A student pursuing an Arts & Humanities Endorsement who has the written permission of the student's parent may substitute the fourth science credit with an elective credit selected from English Language Arts, Social Studies, World Languages & Cultures, or Fine Arts. Students must complete one of the following options for the Arts & Humanities Endorsement:</p> <p>(A) Five social studies credits by selecting courses; or</p> <p>(B) Four levels of the same language in a language other than English; or</p> <p>(C) Two levels of the same language in a language other than English and two levels of a different language in a language other than English; or</p> <p>(D) A coherent sequence of four credits by selecting courses from one or two categories in Art, Dance, Music (Band, Choir, or Orchestra), or Theatre; or</p> <p>(E) Four English elective credits by selecting from the following:</p> <ul style="list-style-type: none"> (i) English IV; or (ii) Independent Study in English; or (iii) Literary Genres; or (iv) Creative Writing; or (v) Research and Technical Writing; or (vi) Humanities; or (vii) Communication Applications; or (viii) AP English Literature and Composition; or (ix)* IB Language Studies A1 Higher Level.

Arts & Humanities

Includes courses directly related to:
Political Science; World Languages & Cultures;
Cultural Studies; English Literature;
History; Fine Arts

*All **Bold Italicized** course titles may count as a FHSP requirement and as an Endorsement Pathway requirement.*

Arts & Humanities Required Courses

FHSP coursework, 4th Math credit, 4th Science credit

(**A student pursuing an Arts & Humanities Endorsement who has the written permission of the student's parent or guardian may substitute the fourth science credit with an elective credit selected from English Language Arts, Social Studies, World Languages & Cultures, or Fine Arts), *plus one of the following pathways below:*

Social Studies 5 credits in Social Studies	World Languages & Cultures (WLC) 4 credits of the same language	WLC 2x2 *2 credits of the same language & **2 credits of the same language that is different from the first 2 credits*	Fine Arts 4 credits in Art, Dance, Theatre, or Music (Band, Choir, or Orchestra)	Fine Arts Combo (3x1 or 2x2) Combination of no more than 2 Fine Arts categories in Art, Dance, Theatre, or Music (Band, Choir, or Orchestra)	ELA Electives 4 credits in English/Language Arts
<i>1st Social Studies credit</i>	<i>WLC 1</i>	<i>WLC 1*</i>	<i>Fine Arts 1</i>	<i>Fine Arts 1</i>	1 st ELA Elective credit
<i>2nd Social Studies credit</i>	<i>WLC 2</i>	<i>WLC 2*</i>	Fine Arts 2	Fine Arts 2	2 nd ELA Elective credit
<i>3rd Social Studies credit</i>	WLC 3	WLC 1**	Fine Arts 3	Fine Arts (3 or 1)	3 rd ELA Elective credit
4 th Social Studies credit	WLC 4	WLC 2**	Fine Arts 4	Fine Arts (1 or 2)	<i>4th English option</i> or 4 th ELA Elective
5 th Social Studies credit					

MULTIDISCIPLINARY STUDIES ENDORSEMENT PATHWAYS

	CURRICULUM REQUIREMENTS Below is a comprehensive listing of options made available by the State; *however, not all options are available in CCISD.
<p style="text-align: center;">Multidisciplinary Studies</p> <p>Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas.</p>	<p>Students must complete one of the following options for the Multidisciplinary Studies Endorsement:</p> <p>(A) Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or</p> <p>(B) Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; or</p> <p>(C) Four credits in Advanced Placement, *International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, World Languages & Cultures, or fine arts.</p>

*All **Bold Italicized** course titles may count as a FHSP requirement and as an Endorsement Pathway requirement.*

Multidisciplinary Studies Required Courses FHSP coursework, 4 th Math credit, 4 th Science credit, <i>plus one of the following pathways below:</i>		
<p style="text-align: center;">4 Advanced Credits</p> <p>*Single or multiple endorsement areas that are NOT in a coherent sequence.</p>	<p style="text-align: center;">4x4</p> <p style="text-align: center;">4 credits in English 4 credits in Mathematics 4 credits in Science 4 credits in Social Studies</p>	<p style="text-align: center;">Advanced Placement/Dual Credit 4 credits of any combination of Advanced Placement or Dual Credit courses in the following subject areas: English Language Arts; Mathematics; Science; Social Studies; World Languages & Cultures; or Fine Arts</p>
<i>1st Advanced credit*</i>	<i>English IV</i>	<i>1st AP/DC credit</i>
<i>2nd Advanced credit*</i>	<i>4th Mathematics credit</i>	<i>2nd AP/DC credit</i>
<i>3rd Advanced credit*</i>	<i>4th Science credit (in addition to Chemistry and/or Physics)</i>	<i>3rd AP/DC credit</i>
<i>4th Advanced credit*</i>	<i>4th Social Studies credit</i>	<i>4th AP/DC credit</i>

BENEFITS OF THE DISTINGUISHED LEVEL OF ACHIEVEMENT FOR GRADUATION

(APPLICABLE TO ALL STUDENTS GRADUATING UNDER THE FHSP PLUS AN ENDORSEMENT WITH 26 CREDITS, INCLUDING ALGEBRA II)

The information below is provided by the Texas Education Agency and is intended to be an overview of the general benefits of the FHSP plus Endorsements to include Algebra II. Clear Creek ISD strongly encourages all students to research college admission requirements for the college or university they wish to attend. Many competitive college or university admission requirements may be more stringent than the requirements of Distinguished Level of Achievement (i.e. mathematics beyond Algebra II).

Choices determine options

Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options. To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.

Why it matters — Benefits

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant (must be financially qualified) to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

What it means

The Distinguished Level of Achievement requires more mathematics and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

Advantages

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

PERFORMANCE ACKNOWLEDGEMENTS

Students may earn performance acknowledgements on the student's Academic Achievement Record or transcript for the following:

- ❖ Outstanding performance in **Dual Credit** coursework by successfully completing:
 - At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
 - An Associate degree while in high school.

- ❖ Outstanding performance in **Bilingualism and Biliteracy**:
 - A student may earn a performance acknowledgement by demonstrating proficiency in two or more languages by:
 - Completing all English Language Arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - Satisfying one of the following:
 - Completion of a minimum of three credits in the same language in a World Languages & Cultures course with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in the TEKS for level IV or higher in a World Languages & Cultures course with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Completion of at least three credits in foundation subject area courses in a World Languages & Cultures course with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in one or more World Languages & Cultures through one of the following methods:
 - ◆ Score 3 or higher on a World Languages & Cultures Advanced Placement exam; or
 - ◆ Score 4 or higher on a World Languages & Cultures International Baccalaureate exam; or
 - ◆ Performance on a national assessment of language proficiency in World Languages & Cultures of at least Intermediate High or its equivalent.
 - In addition to meeting the requirements of the above subsection, to earn a performance acknowledgement in bilingualism and biliteracy, an English language learner must also have:
 - Participated in and met the exit criteria for a bilingual or ESL program; and
 - Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).
- ❖ Outstanding performance on a college **Advanced Placement test** or **International Baccalaureate examination** by earning:
 - A score of 3 or above on a College Board Advanced Placement examination; or
 - A score of 4 or above on an International Baccalaureate examination.
- ❖ Outstanding performance on the **PSAT**, the **ACT PLAN/Aspire**, the **SAT**, or the **ACT** by:
 - Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; or
 - Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT PLAN/Aspire examination; or
 - Earning a combined critical reading and mathematics score of at least 1250 on the SAT; or
 - A composite score on the ACT exam (without writing) of 28.
- ❖ Earning a nationally or internationally recognized business or industry certification or license with:
 - A student may earn a performance acknowledgement with:
 - Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - Performance on an examination sufficient to obtain a government-required credential to practice a profession.
 - Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
 - A national or international business, industry, or professional organization;
 - A state agency or other government entity; or
 - A state-based industry association.

- Certifications or licensures for performance acknowledgements shall:
 - Be age appropriate for high school students;
 - Represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

STATE ASSESSMENT GRADUATION REQUIREMENTS

Students who entered 9th grade in 2011-2012, and subsequent years thereafter, will take the *State of Texas Assessments of Academic Readiness* (STAAR). STAAR End-of-Course (EOC) assessments replaced the high school Texas Assessment of Knowledge and Skills (TAKS). The STAAR EOC assessments will be administered in English I, English II, Algebra I, Biology, and U.S. History. Students take the assessments at the end of each course. In order to graduate, a student must meet the Approaches Grade Level scale score on each STAAR EOC assessment. The STAAR EOC assessments are administered three times each school year (spring, summer and fall).

STAAR EOC Performance Standards for each assessment may be accessed using the following link:
<http://tea.texas.gov/student.assessment/staar/performance-standards/>

CREDIT VALIDATION FROM NON-ACCREDITED SCHOOLS

See Policy EI (Regulation)

High School students who transfer from a foreign or a non-accredited school shall validate credits which apply toward graduation requirements. Grades and/or credits earned from the validated examination(s) or sequential course(s) shall appear on the transcript and shall follow grade point calculations as described in EIC (Local). Students shall not receive credit for home school courses taken concurrently while enrolled at a Clear Creek ISD school.

High School students who transfer from a non-public school may validate credits which apply toward graduation requirements. Credits earned from non-public schools shall be subject to curriculum review and evaluation by the District in alignment with the Texas Essential Knowledge and Skills (TEKS) to determine if validation is required.

In order to validate credits, the student must choose one of the two following options and provide a transcript for each course completed. If applicable, students shall have their transcripts translated at their own expense by a District-approved organization.

1. Passing exams selected by the District or by taking Credit by Examination through Texas Tech or the University of Texas at Austin with a score of at least 70.
Credit by Examination will be awarded in each individual subject area per semester (1/2) credit. The cost of the examination(s) is the student's or parent's/guardian's responsibility. All Credit by Examination courses must be approved by a school administrator or counselor. A secondary student assessed by Credit by Examination will be given adequate time to prepare for the test, particularly if multiple subject examinations are required.
2. Meeting District and state curriculum requirements by successfully completing two (2) semesters of coursework according to the chart and requirements that follow:

<i>Non-Accredited School Courses</i>	<i>District Sequential Course</i>
English I	English II
English I & II	English III or AP English Language
English I, II, & III	English IV or AP English Literature
Algebra I	Algebra II
Geometry	Pre-Calculus
Algebra I, Geometry, and Algebra II	Pre-Calculus
Algebra I, Geometry, Algebra II, and Pre-Cal	Calculus
Algebra I	AP Statistics
Biology	AP Biology
IPC	Chemistry & Physics
Chemistry	AP Chemistry
Physics	AP Physics
Other Language I	Other Language II
Other Language I & II	Other Language III
Other Language I, II, & III	Other Language IV
Social Studies courses	No Sequence Available

- (a) Credit will be awarded for the validated course upon successful completion of the district sequential course with a yearly average grade of 70 or better.
- (b) The sequential course will be taken in a district school or through an approved dual credit program.

For courses which do not appear on the chart, students must use option one above. If a student chooses option two above and is not successful, he/she may still use option one.

Exception: For students who enroll in the spring semester, successful completion of the second semester with a grade of 70 or better of a district's full-year course can be used to validate the first semester of the same full-year course and all validated coursework within the district sequence completed prior to enrollment.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements.

Please refer to the NCAA website for further information at: <http://www.ncaapublications.com/productdownloads/CBSA17.pdf>

GRADE POINT AVERAGE, RANK, AND CLASSIFICATION

GRADE POINT AVERAGE

Each semester course has a designated grade point level (GPA Level) used to determine rank in class and grade point average (EIC Local). Courses designated as Level 1 courses include: Advanced Academic (Adv Acad), Pre-advanced Placement (PreAP), Advanced Placement (AP), and Gifted and Talented (GT) courses. Level 2 courses include all general education courses. Level 3 courses are courses which are modified in content by the Special Education ARD committee. In order to achieve a maximum GPA of 6.0, grade points will be weighted as follows:

ACTUAL GRADE	GRADE POINTS		
	Level 1	Level 2	Level 3
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

The semester grade is used to determine the number of grade points awarded for each course when calculating the student's grade point average. Grade points earned in courses taken in grades 9-12 are used to determine rank in the graduating class.

The following **WILL NOT** be calculated in the GPA:

- courses taken prior to grade nine
- correspondence courses
- credit by examination
- summer school courses
- online courses taken outside of the regular school day
- dual credit, with the exception of Clear Horizons Early College High School students
- credit recovery
- credits from non-accredited schools
- alternative Physical Education credits
- any other means beyond the regular school day

RANK IN CLASS

See Policy EIC (Local)

Class rank shall be based upon the grade point average. It is determined by dividing the total number of grade points earned by the total number of semester units attempted, resulting in a maximum grade point average of 6.0. In case of ties in rank, "Those students who are tied should be given the same rank, one position below the next highest student. The student next below those tied should be given a rank determined by the total number of students whose average exceeds this." (From Rank in Class by the Joint Committee on School-College Relations of AACRAO and NASSP.) **For Seniors Only: Class Rank will be calculated only after the END of each semester. After graduation, final class rank is determined and recorded on the academic achievement record.**

HONOR GRADUATES

See Policy EIC (Local and Regulation)

District honor graduates shall be determined after the completion of the first semester of the senior year to include students with the following cumulative grade point averages, truncated at the thousandths place: Summa Cum Laude: 6.00-5.00, Magna Cum Laude: 4.99-4.75, Cum Laude: 4.74-4.50.

In order to determine the highest ranking graduate, the rank in class shall be calculated based upon the student's cumulative GPA through and including the end of the spring semester of the final year in high school. The highest ranking graduate shall receive a certificate and a declaration document authorizing the president of any Texas state-supported college or university to provide a waiver for tuition as specified in the law [see Texas Education Code, §54.301].

To be eligible for valedictorian or salutatorian honors, a student shall graduate in four years or less, be enrolled in the District for the entire last two years of high school, and be enrolled in the same high school their entire senior year, including fall and spring semesters. There shall be one valedictorian and one salutatorian for each graduating class. The valedictorian shall be the student with the highest grade point average and the salutatorian shall be the student with the second-highest grade point average. The tie-breaker system for valedictorian and salutatorian is listed in CCISD Policy EIC (Local) Regulation.

TOP 10 PERCENT RULE FOR COLLEGE ADMISSIONS

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas*.

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his or her class at a public or private high school in Texas, or
- Graduate in the top 10 percent of his or her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline (check with the university regarding specific deadlines).
- Students admitted through this route may still be required to provide SAT or ACT scores, although these scores are not used for admissions purposes. Students must also take the TSI assessment, unless exempted from the test requirement. Check with the admissions office regarding the TSI assessment, SAT, and ACT requirements);
- Students graduating under HB5 Foundation High School Program must earn an Endorsement and the Distinguished Level of Achievement in order to be eligible for the top 10% designation, pending final SBOE decisions.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Admission to a university does not guarantee acceptance into a particular college of study or department. Regardless of class ranking, all students are encouraged to apply to the college of their choice.

* SB 175, passed by the 81st Legislature, modifies the top 10 percent admissions program for The University of Texas at Austin. Automatic admit criteria will vary year-by-year, with remaining spaces to be filled through holistic review.

CLASSIFICATION BY CREDITS

See Policy EIE (Local)

Grade-level advancement for students in grades 9–12 shall be earned by course credits (see table below). Changes in grade-level classification shall be made at the beginning of the fall semester with appropriate reclassification at mid-year for students who were retained or, as needed, in the spring semester for students who are eligible for graduation including early graduates. Students may not replace a lunch period with a credit class. Students are classified according to the number of state credits they have earned.

Classification	Grade	Credits
Sophomore	(10th)	6
Junior	(11th)	12
Senior	(12th)	18

ALTERNATIVE OPTIONS FOR EARNING HIGH SCHOOL CREDIT

Students who choose to fulfill course requirements through alternative options for the core content courses must meet the Level II Satisfactory scale score on the corresponding STAAR EOCs. All course and graduation requirements pertaining to STAAR EOCs are applicable to course credits attempted through alternative options with the exception of Credit-by-Exam for Acceleration (**Credit-by-Exam for Acceleration is not available for EOC courses**). If credits are earned through alternative options, the student must register for the corresponding STAAR EOC with their counselor. Confirmation of the final course grade must be received prior to taking the STAAR EOC. The following courses will have STAAR EOC assessments:

English I, English II, Algebra I, Biology, U.S. History

DISTANCE LEARNING COURSES

See Policy EHDE (Legal) and (Local)

Students may earn high school credits by correspondence. The courses must be taken from Texas Tech University or The University of Texas at Austin. These credits may be applied toward State graduation requirements. Students must make a written request to the principal or counselor prior to enrollment. If prior approval is not granted, a student shall not be awarded credit toward graduation or promotion. Correspondence courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider. Note: These courses will appear on the transcript (pass or fail), but will not be included in GPA calculation.

Student athletes who take Texas Tech University correspondence coursework will not meet core course requirements for NCAA eligibility.

CLEAR ACCESS: CCISD'S VIRTUAL HIGH SCHOOL

CCISD has established Clear Access as an option for acceleration of credit through fee-based online coursework. Beginning the summer after 8th grade, students are allowed to take coursework outside of the traditional school day from CCISD teachers. Please visit the Clear Access website at <http://www.ccisd.net/ClearAccess> or your school counselor for more information on current and future course offerings.

1. Fees for each course (*not credit*) will apply. Computer and internet access is required for participation.
2. Students may withdraw or cancel enrollment through the Clear Access office with no reimbursement of tuition up to two weeks prior to the final exam of the course as set by the course calendar. The withdrawn course or cancelled course will not be reflected on the student's transcript (AAR).
3. Before a student begins a course, he/she is required to read and understand the Clear Access handbook, calendar, guidelines and policies found online at <http://www.ccisd.net/ClearAccess>.
4. Students must have counselor approval to be enrolled into Clear Access courses.

Students may be required to attend the last class meeting to take the final exam. All other class work will occur online. An initial class meeting is optional. These courses may be self-paced.

Clear Access courses taken as a graduation requirement will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider.

(Note: Clear Access courses will appear on the transcript, but will not be included in the GPA.)

Check with your campus counselor or contact the Clear Access office at clearaccess@ccisd.net or 281-284-0517 for more details.

For student athletes, an audit of the course modules and the amount of time spent on each module may be subject for review by the NCAA Eligibility Center.

Accommodations for students with disabilities will follow the student's IEP or 504 service plans when applicable. Accommodations may not fundamentally alter the content or standards of the course.

CLEAR ACCESS: CCISD'S CYBER CAFE

CCISD has established Cyber Café as an option for acceleration of credit through online coursework during the school day from CCISD teachers. Enrollment in a Cyber Café course is no cost to the student. Students enrolled in Cyber Café should be able to work independently without face-to-face interaction with their instructor. All coursework will be online. Please visit your school counselor for more information for options available within your schedule.

1. A course application must be submitted for enrollment. Discipline and academic performance will be considered for approval.
2. Enrollment in Cyber Café courses requires access to a computer and internet outside of the school day.
3. Cyber Café courses will be a part of the student's schedule.
4. Course grades will count toward the GPA and UIL eligibility. Clear Access courses taken as a graduation requirement will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider.
5. Course progress will be communicated on a progress scale for eligibility but will not be a true reflection of the final grade. Final grades will be given at the completion of the course.
6. Courses may be eligible for Superintendent's Scholars.

Student athletes who take online coursework may not meet core course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be a subject for review by the NCAA Eligibility Center.

Accommodations for students with disabilities will follow the student's IEP or 504 service plans when applicable. Accommodations may not fundamentally alter the content or standards of the course.

COURSES TAKEN OUTSIDE OF CCISD OFFERINGS

All students who wish to take courses to satisfy graduation requirements must receive district written approval prior to enrolling in the course to assure that credit will be granted. Students must submit to their counselor a detailed description of the course to enable the district to evaluate and approve the desired class. All expenses related to outside courses are the responsibility of the student. Outside courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider. (Note: These courses will appear on the transcript, (pass or fail), but will not be included in the GPA.

TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)

See Policy EHDE (Local)

The TxVSN provides high school courses to supplement regular instructional programs. Students may identify themselves with academic needs and learning styles appropriate for online learning by taking a pre-assessment for readiness of online learning (<http://cluein.txvsn.org/>). In addition, the high school counselor will register and approve all student course enrollments. Fees may vary by the course and the providing district. The calendar for TxVSN classes is set by the providing district. Students must follow the schedule and guidelines set in each course. TxVSN courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider. (Note: These courses will appear on the transcript, but will not be included in the GPA, unless taken during the 7-period school day).

Student athletes who take online coursework may not meet core course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be a subject for review by the NCAA Eligibility Center.

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

CREDIT BY EXAMINATION FOR RECOVERY (WITH PRIOR INSTRUCTION)

See Policy EHDB (Local)

Students who have failed a course may recover credit for the course by passing a Credit by Examination, which assesses the Texas Essential Knowledge and Skills of the course. The failed course must be documented on the student’s transcript prior to taking the examination for recovery credit. Students must make a written request to the principal or counselor prior to enrollment in a Credit by Examination for credit recovery. Students must receive a 70 or above on the examination to receive credit for the course. Note: The exam grade will post on the student’s transcript if passed with a 70 or above and will not be included in the GPA calculation.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at: <http://www.ncaapublications.com/productdownloads/CBSA17.pdf>

CREDIT BY EXAMINATION FOR ACCELERATION (WITHOUT PRIOR INSTRUCTION)

See Policy EHDC (Local)

Students have the opportunity to take an examination to earn credit for an academic course (provided an examination is available for the course) for which students have not had prior instruction. These exams will cover the regular curriculum and not the advanced-level curriculum. Students must receive an 80 or above on the examination (excluding examinations taken for World Languages and Cultures via the AAPPL, Advanced Placement, and the ASLPI) to receive credit for the course and this grade shall be posted on the student's transcript. Most year-long courses have two (2) examinations and shall not be averaged together. Note: If the student passes a Credit by Examination for acceleration, per policy EHDC (Local), the course(s) will appear on the transcript but will not be included in the GPA calculation. Please note that CBEs linked to an EOC course are not available for acceleration purposes.

Students may not attempt to earn Credit by Examination for acceleration for a specific high school course more than two times.

Credit by Exam for acceleration is not available for STAAR EOC courses:
(English I, English II, Algebra I, Biology, and U.S. History).

District-wide testing:

Examinations are administered four times each year: two times during the summer months (June and July), in the fall (November), and in the spring (February) at no cost to the student. Registration for fall testing is in August/September; registration for spring testing is in November; registration for June testing is in March/April; registration for July testing is in April/May. Students must contact their campus counselor to register and/or to obtain more information regarding credit by examination for acceleration. Dates are subject to change. Students interested in the Credit by Examination process may visit the University of Texas at Austin's K-12 Education Center for a complete list of tests offered.

Study guides are available at: https://highschool.utexas.edu/cbe_study_guides.php

Individual testing:

Students may have the opportunity throughout the year to take a Credit by Examination without prior instruction at their own expense. A student may not take a Credit by Examination for a course in which he/she is currently enrolled or has received instruction. The results of the Credit by Examination must be received by the student's counselor prior to the deadline for schedule change procedures.

Students interested in the Credit by Examination for individual testing may visit the University of Texas at Austin's K-12 Education Center or TTU for a complete list of tests offered. Study guides are available at:
https://highschool.utexas.edu/cbe_study_guides.php or
https://www.depts.ttu.edu/ttuisd/cbe_review_sheets.php

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at: <http://www.ncaapublications.com/productdownloads/CBSA17.pdf>

PLACEMENT & CREDENTIALING FOR WORLD LANGUAGES & CULTURES

See Policy EI (Regulation)

Students who wish to be placed into an upper level of a World Languages & Cultures course shall demonstrate proficiency on a District approved assessment and will be credentialed for the previous language level(s) upon successful completion of the accelerated course with a grade of 70 or better. A grade of "P" (passing) will be awarded for each level of credentialed coursework. World Languages and Cultures assessment options available through the American Council on the Teaching of Foreign Languages (ACTFL) shall follow qualifying scores as outlined in EHDC (LOCAL).

Students who demonstrate proficiency at the Novice High level on a district-approved oral proficiency interview may be placed into a Spanish for Spanish Speakers I/II course.

ACCELERATION FOR WORLD LANGUAGES & CULTURES

See Policy EHDB (Local)

Students shall have the opportunity to accelerate and earn course credit without prior instruction in World Languages and Cultures Courses by demonstrating proficiency on an assessment selected from the following: a minimum score of 80 on a University of Texas or Texas Tech University credit by examination (CBE); a qualifying score on a College Board Advanced Placement (AP) exam; a qualifying score on the American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL); or a qualifying score on the American Sign Language Proficiency Interview (ASLPI). The following criteria shall allow students in grades 6–12 to accelerate and earn credit without prior instruction in World Languages and Cultures courses.

A score of 3 or higher on a College Board AP examination (Chinese, French, German, Italian, Japanese, Latin, or Spanish) shall result in credit as follows:

AP Exam Score	High School Course Credits
0	0
1	0
2	0
3	I, II, III
4	I, II, III, IV
5	I, II, III, IV, V

A score of Novice-Mid (NM) to Novice-High (NH) or higher on the ACTFL AAPPL examination shall result in credit in provided languages according to the following table. The AAPPL exam has four components: interpersonal listening/speaking, presentational writing, interpretative reading, and interpretive listening. Students must demonstrate proficiency in all four components in order to receive the corresponding course credit, and credit shall be awarded at the level of proficiency on the lowest scoring component.

A score of at least NM on the ACTFL Oral Proficiency Interview (OPI) or Oral Proficiency Interview computer-based (OPIc) examination shall result in one course credit in the target language, while a score of at least Intermediate-Low (IL) shall result in two course credits. In order to receive further credits, students must demonstrate proficiency in the target language on the Writing Proficiency Test (WPT) as well as either the OPI or OPIc exam. Students must demonstrate proficiency on both exams (WPT and OPI/OPIc) in order to receive the corresponding course credit, and credit shall be awarded at the level of proficiency on the lowest scoring component.

AAPPL Score	Level of Proficiency	Course Credits	ACTFL OPI/OPIc/WPT
N2, N3, N4	Novice–Mid to Novice–High	I	NM, NH
I1	Intermediate–Low	I, II	IL
I2, I3, I4	Intermediate–Mid	I, II, III	IM
I5	Intermediate–High	I, II, III, IV	IH
A	Advanced–Low	I, II, III, IV, V	AL

A score of Level 1 or 1+ or higher on the ASLPI shall result in credit as follows:

ASLPI Score	Course Credit
Level 1 or 1+	ASL I
Level 2 or 2+	ASL I, II
Level 3 or 3+	ASL I, II, III
Level 4 or 4+	ASL I, II, III, IV
Level 5	ASL I, II, III, IV, V

CLEAR VIEW HIGH SCHOOL

Clear View High School is a school of choice for CCISD students. It is a district charter high school designed to meet the needs of the at-risk student and the student in need of a smaller, more structured learning environment. Academic success is achieved through small class sizes, additional academic electives, lessons designed to meet student's learning styles, options for tutoring and effective use of technology. The smaller size of this learning community allows students to thrive and receive the academic and emotional supports they need to be successful in high school. Students are held to high standards and all district curriculum and testing requirements still apply. Clear View offers courses to help students achieve the foundation program diploma with endorsements. Clear View is also the home of the district's Certified Nursing Assistant and Cosmetology certification programs. Students who wish to come to Clear View must start the process by filling out the application which can be found on our campus website:

<http://clearview.ccisd.net/enrollment>

Clear View Eligibility:

All current CCISD students are eligible to apply. Students are required to fill out a student application, attend an interview and be willing to follow the student enrollment contract if they wish to be considered. The student's application, attendance, discipline and educational needs are reviewed by Clear View staff. Students who are eligible will have an interview scheduled with the campus principal and their parent(s)/guardian(s). New students are enrolled during the summer and at grading term intervals as space allows.

CLEAR STARS EVENING EDUCATION PROGRAM

Clear Stars Evening Education gives high school students who have not completed their high school education an opportunity to earn additional credits in preparation to receive a high school diploma. Courses are open to students who need to make-up deficiencies of high school credits and to students wishing to earn additional high school credits. **Students must be enrolled in a CCISD high school before approval is granted from their principal or counselor for Clear Stars Evening Education.**

Location/Times: Clear Stars Evening Education classes and GED preparation classes meet two nights each week (Monday/Wednesday or Tuesday/Thursday) from 6:00 - 8:45 p.m. All classes are held at the Clear View Education Center, 400 South Walnut, Webster, TX 77598.

Accommodations for students with disabilities will follow the student's IEP or 504 service plans when applicable. Accommodations may not fundamentally alter the content or standards of the course.

CLEAR HORIZONS EARLY COLLEGE HIGH SCHOOL (CHECHS)

Clear Horizons Early College High School was established in 2007 on the campus of San Jacinto College South on Beamer Road to provide opportunities to student populations who are traditionally underrepresented in higher education environments. Clear Horizons has consistently earned top accountability ratings, including every Academic Achievement Distinction from TEA since 2015. Clear Horizons students graduate from San Jacinto College South with an associate degree as well as a high school diploma from CCISD.

Early college high school is a bold approach based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious academic challenges. Early College High Schools are designed so that low-income youth, first-generation college goers, English language learners, and other young people who are traditionally underrepresented in higher education can simultaneously earn a high school diploma and an associate degree or up to two years of credit toward a bachelor's degree—tuition free. As defined by TEA, an ECHS may only service about 100 students per grade level.

Clear Horizons Early College High School is a CCISD charter school serving between 400 and 500 students, with a maximum of 125 per grade level. Eighth grade students in CCISD may apply each spring to participate in the lottery selection for 125 seats in the freshman class. High school coursework is at the Pre-Advanced Placement and Advanced Placement levels. In addition to rigorous academic coursework, each student is required to perform service learning hours and two semesters of internships.

COLLEGE OF THE MAINLAND COLLEGIATE HIGH SCHOOL

Collegiate High School (CHS) is an Advanced Academic Middle College Program for high school students in grades 9-12 who seek an academically challenging, mature educational environment. CHS offers rigorous academic instruction, career guidance, academic counseling, and work-based learning opportunities. By optimizing dual credit opportunities, students may complete high school graduation and associate degree requirements simultaneously. Limited space is available for students in CCISD. Students interested in applying should complete an application and turn it in to their high school counselor. The District will review all applications prior to final decisions made by CHS. For more information and a copy of the application, visit www.com.edu/chs.

Through specially designed Transitions classes and activities, CHS students are allowed to enroll as full-time college students at College of the Mainland. With the support of their local high school, students may remain enrolled in their local high school, but complete their school day on the college campus. Students may continue their participation in extracurricular and UIL activities, while enjoying the rigors of college academics.

Students and parents should strongly consider that students entering this program will be considered college students and expected to perform accordingly. High school procedures will not be followed in the college classes and college instructors follow their own grading and attendance procedures. Progress reports and other parent notifications will not be sent home from college classes. Students must be mature enough to motivate themselves to be successful in an adult environment.

Students enrolled in CHS will be required to take the STAAR EOC assessments at their zoned high school campus.

COURSE NAMES, NUMBERS, AND PAGE NUMBERS

Algebra I PreAP/GT-2011Q*	19	Grow Lab PreAP/GT-11739	26
Art		Health Fitness	
Advanced-11911	42	Grade 6-11660/11661	33
Introduction Grade 6-11900	42	Grade 7 & 8-11760/11761/11860/11861	33
Studio PreAP/GT Grade 8-11912	43	Interpersonal Studies-7750*	37
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BIRPS-11730	27	Grade 6-11611	10
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Choir		Grade 7 PreAP/GT (WAVE)-11711W	12
Advanced Performing-11987/11988/11989	39	Grade 7 Sheltered-11711S	9, 11
Beginner-11982/11984	39	Grade 7-11711	11
Intermediate Performing-11983/11985/11986	39	Grade 8 PreAP/GT (WAVE)-11811W	13
College and Career Readiness-11923	36	Grade 8 PreAP/GT-11811Q	13
Design Technology-11839	28	Grade 8 Sheltered-11811S	9, 12
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II-11915	35	Grade 7 PreAP/GT-11721Q	17
Exploring Construction Technology		Grade 7 Sheltered-11721S	9, 17
I-11916	35	Grade 7-11721	17
II-11917	35	Grade 8 PreAP/GT (WAVE)-11821W	18
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Geometry PreAP/GT-2111Q*	19	Grade 6 PreAP/GT (WAVE)-11631W	22

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*Courses designated with an asterisk earn high school credit.



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